Respecting, Influencing, Supporting, and Empowering Underrepresented Populations

(R.I.S.E. U.P.)

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Abstract

Respecting, Influencing, Supporting, and Empowering Underrepresented Populations (R.I.S.E. U.P.) provides holistic support for underrepresented students through peer mentorship. Many undergraduate underrepresented students underperform academically and suffer from feelings of inferiority and exclusion from campus. To serve this population, R.I.S.E. U.P. consists of: mentor training facilitator’s guide with visuals, mentor training manual and evaluation protocol and instruments. To assess the materials, a panel of student affairs experts and research professors reviewed, assessed and provided in-depth feedback. To assess the evaluation protocol and instruments, an evaluation expert reviewed, assessed and provided feedback on the materials. All feedback will be incorporated in the project before its dissemination.
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Chapter 1

Introduction

Underrepresented college students are dropping out of college at alarming rates (Maldonado, Rhoads, & Buenavista, 2005). Inadequate financial aid, academic unpreparedness and a lack of strong support networks are three primary causes for underrepresented students’ underperformance. To help bridge the gap, underrepresented students need continued support from other students, staff and faculty members. Providing students with peer mentorship affords them academic and social support from other, more experienced college students. To provide overall support and learning experiences, peer mentors serve as unintimidating guides who are increasingly effective the more they are integrated into students’ lives outside of the classroom (Williams, 2007).

Peer mentoring is widely regarded as being vital to first year student’s overall success (Heirdsfield, Walker, Walsh & Wilss, 2008). Peer mentoring is used extensively nationwide to assist underrepresented 1st year students in their transition into academic and social life, establishing a sense of belonging and retention (Crisp & Cruz, 2009; Glaser, Hall, & Halperin, 2006). However, a limiting factor is that there has been a lack of theory infused in the generation of mentorship programs as well as the training of mentors. Also, the skills and competencies of mentors have not been widely focused on as the importance has been placed more on the mentor’s status as an upperclassman (Crisp & Cruz, 2009). It is important to equip peer mentors with the necessary skills and competencies to provide mentorship to all students regardless of their background. To address these limiting factors, in this project I created and evaluated a theory-based mentorship training manual and workshop whose foundations lie in leadership, socio-cognitive, motivational and mentorship theory. Included in this project are the complete
mentorship-training facilitator’s guide, mentor manual, evaluation protocol and training resources and materials.

**Purpose and Objectives**

The purpose of this project is to create a program that provides holistic support for underrepresented undergraduate students through peer mentorship. The mentorship program is called Respecting, Influencing, Supporting, and Empowering Underrepresented Populations (R.I.S.E. U.P.). R.I.S.E. U.P. mentors go through an extensive training process that focuses on transformational leadership, cultural competence, motivational excellence, aptitude and effective communication.

The objectives that guided the expansion of the project were:

1. Develop a peer-mentoring program for undergraduate students from underrepresented populations using transformational leadership theory.
2. Develop a training workshop for mentors participating in the mentoring program.
3. Develop an evaluation protocol for the training and implementation of the R.I.S.E. U.P. mentoring program.

Transformational leadership focuses on providing followers with the motivation and relational support to help them achieve beyond expectations. Transformational leadership theory is ideal for students mentoring underrepresented students because it helps mentors provide mentees with the respect, modeling and motivation they need to be successful. In order to take the theory into practice several other frameworks were used. A substantial part of Transformational Leadership Theory is motivation. In order to help students understand motivation through cognitive functioning, two theories that informed this construct of cognitive functioning was the Organismic Social Cognitive Perspective and Kirton’s Adaption Innovation
Kirton’s Adaption Innovation theory explains the differences between how individuals perceive problems and how their problem solving is based on cognitive preference. The Organismic Social Cognitive Perspective looks at cognitive functioning from the standpoint of understanding of their being a reciprocal interaction among environmental, behavioral and personal factors. Kirton’s Adaption Innovation theory looks at cognitive functioning from the aspect of preference, identifying problems and solving them. These theories come together to provide the cognitive and social theoretical underpinnings that support the use of transformational leadership theory as a vehicle for mentors increase social capitol of mentees.
Chapter 2

Literature Review

Mentoring Essentials

Thoroughly training and educating mentors allows them to tend to students’ diverse needs. Building positive rapport is essential to building trust and camaraderie in any relationship. Mentors must be able to establish open and honest communication with their mentee in order to help them succeed. Mentees value and actively respond to consistent positivity from mentors (Lee, Dennis & Campbell, 2007). Living with positivity has many health, social, mental and psychological benefits (Cabrera, 2012). Positivity is the repeated feeling of positive emotions similar to joy, hope, inspiration, appreciation, importance and serenity. Positivity improves overall well-being and personal success (Cabrera, 2012). Positivity from mentors can help underrepresented students overcome the typical feelings of loneliness, inferiority and helplessness. Kindness and positivity are the two prevalent indicators of strong, happy relationships. Problem solving skills can be enhanced through the promotion of positive interactions and emotions (Johnson & Gottman, 2004). As negativity can have severe effects detrimental to a relationship, positivity sustains and benefits the relationship. This is important as mentees will be faced with many life problems that stem from their transition into college independence. While positive feedback provides great motivation for mentees, corrective feedback is important because it helps mentees to ‘right their course’. The ratio of positivity to corrective feedback that is communicated to mentees is vital. Using the ideal ratio can provide mentee with a positive and supportive environment that will challenge them to succeed. Many mentees will not be able to identify the gap between their ideal and current situation. As mentors,
it is important to help mentees identify the gap between their ideal and current situation. Constant, targeted reflection is a method that could help mentees identify their current standing. Kirton’s (2004) Adaption-Innovation theory explains that all people are creative and problem solve. The theory shows that there is a difference between style and level of problem solving, decision-making and creativity. An individual’s cognitive style is established at a young age and is not affected by learning or training. People fall on a continuum from high adaption to high innovation. Individuals who are more adaptive prefer to problem solve with the structure, abiding by rules and guidelines. Individuals who are more innovative prefer less structure, are more inclined to take risks and may prefer to look outside of the rules (Kirton, 2004). Mentors’ understanding of cognitive style could help them better problem solve with their mentee. The farther two individuals are on the cognitive style continuum, the more they will have to cope to problem solve with one another. Coping can lead to frustration and a lack of respect or trust. Understanding and embracing differences in cognitive style can be very beneficial to the mentorship relationship.

**Cognitive Functioning**

**Motivation.** Motivation initiates and directs all human activity (Deci & Ryan, 2014). It drives behavior and task engagement and links them to goals (Deci & Ryan, 2014). Students must be intrinsically and extrinsically motivated to achieve success at the college level. To fully support student motivation, mentorship programs must address the personal, behavioral, and environmental factors of motivation (Pintrich, Meece, Schunk, 2012).

The organismic social cognitive perspective (OSCP) takes a holistic approach on looking at educational intervention on student motivation and engagement (see Figure 1). The organismic social cognitive perspective (OSCP) explains, “that motivational processes influence both
learning and performance of cognitive skills, social skills, motor skills, strategies, and behaviors” (Anderson & Torres, 2008, p. 7). The organismic perspective explains that humans are lively, progressive and have the need to incorporate their own psychological state into that of a larger social system. The organismic social cognitive perspective looks at self-determination from an organismic perspective. That is, it shows how the satisfaction of the three basic needs is the basis for psychological growth and explains the personal factors of motivation (Anderson & Torres, 2008). Those three basic needs are autonomy, competence and relatedness. Autonomy is an individual’s “self-rule” (Kagitcibasi, 2005). It has to do with an individual controlling her or his behavior and actions (Broeck, Vansteenkiste, Witte, Soenens & Lens, 2010). Competence refers is a sense of accomplishment and effectiveness and it is usually based off intrinsic motivation. Relatedness speaks to the bonds between individuals and looks at the positive results of interaction and community and well-being with all. These three needs are paramount to human development.

**Identity.** College is commonly known as a place and time where students ‘find themselves’. An integral part of an individual ‘finding themselves’ is for them to establish and understand their identity. In order for college students to develop and self-explore, they must have the necessary support help them through the process. The primary identities that are studied are religion, race, national origin, socio-economic class, gender, sexual orientation, age and ability. In order to support student’s thirst to identify with groups and have a sense of belonging, a respect and appreciation for all cultures is needed. While it is important to be cognizant of each individual identity, it is important to embrace the intersectionality of identities (McCall, 2005). All students have intersecting identities that make them unique. For example, within a group of women, some could be African American or Asian and have different sexual orientations. The
intersection of being a woman and African American is very different from being a woman and Asian. The intersectionality of their identities provides great diversity within a group.

Many students from underrepresented populations face racism and discrimination on their college campuses because of their identities (Rankin & Reason, 2005). Having mentors provide support and guide mentees to campus services during times of need could improve retention and satisfaction of underrepresented students.

Underrepresented Populations

Traditionally, the term underrepresented populations represents Hispanics, African Americans, Pacific Islander and Native Americans. More recently underrepresented populations include Lesbian/Gay/Bisexual/Transgender (LGBT), veterans and non- traditional students (whether because of age or part- time status). Students from underrepresented populations endure complex issues from racism to feelings of inferiority and exclusion. Underrepresented students are more likely to feel distant and isolated from campus (Baker, 2008). Those same students consistently perform under average because of not being academically prepared for college and a myriad of other non-academic issues. Underrepresented students who are ‘engaged’ in campus perform much higher than those who are not engaged (Wasley, 2006). Engagement in campus-involvement in campus and co-curricular activities helps underrepresented students feel a sense of ownership and belonging on campus that other underrepresented students do not feel. Engagement also has a positive effect on academic success for underrepresented students (Fischer, 2008).

Cognitive Affect. Cognitive affect is a key component in the cognitive function schema. Cognitive affect (Kirton, 2003) is the unlearned cognitive enabling structure that includes “values, attitudes, and beliefs (which are learnt), all associated with motive as the operating
process.” Cognitive affect regulates the solution used to solve a problem and what cognitive resource is appropriate to solve the problem. Cognitive affect includes the cognitive process of recognizing stimuli as a problem, understanding the problem, having motive to approach the problem and figuring an idea of a desired outcome with the problem. Emotion is an integral part of cognitive affect and has a direct place in the problem solving process. The accommodation of emotion within cognitive affect is incredibly significant. Emotion directly affects the motivation piece of cognitive affect that ultimately plays into the individual’s choice of ‘if’ and ‘how’ to solve problems. In the problem solving process, cognitive affect must combine the impacts of the individuals “stable emotional predictable patterns” and another part of the cognitive process that evaluates past “experiences, insight and reason (Kirton, 2003).”

**Cognitive Effect.** In Kirton’s Adaption- Innovation Theory (Kirton, 2004) cognitive effect refers to cognitive style, level and the process of problem solving. Cognitive style is the preferred method of problem- solving; more adaptive or more innovative and cognitive level is the capacity at which someone can problem solve. Cognitive style and cognitive level are not related.

Cognitive affect uses beliefs and attitudes to guide an individual’s motivation to act or make decisions in their environment. Cognitive affect guides cognitive effect, which, in part, affects individual’s behaviors. The organismic social cognitive perspective corroborates Kirton’s Adaptive Theory as its premise lie on the relationship and interacts between the personal, behavioral and environmental domains.
To meet their psychological needs, students participate in academic tasks based on using self-determination as the self-regulatory process. Self-regulation is a process where students examine how each learning task compares to their image of themselves. They then choose their direction and think about the factors that influence the outcome of their decision. (Zimmerman, 1998; 2013) Figure 1 (Conceptual Model for the Organismic Social Cognitive Perspective) illustrates the collaboration of personal, environmental, and behavioral factors that “influence students’ interests, engagement, and volition to learn” (Anderson & Torres, 2008, p. 8). The loop from the personal factors represents internal interaction. Students’ strategies, cognitions, affects, and behaviors for learning are changed as they go through the cyclical process of self-regulation (Anderson & Torres, 2008).
Theoretical Framework

This project utilizes transformational leadership for its theoretical framework. The transformational leadership theory was chosen because of its strong focus on supporting and empowering followers. By using the theory, mentors can build relationships with their mentees that support progress and positive change. Transformational leadership theory promotes engagement and empowerment. Bass (1985) referred to the importance of mentorship in his works on transformational leadership. “As a trusted counselor, the mentor uses his/her advanced knowledge and experience to develop the protégé as a competent professional” (Scandura, 2004, p. 3). Transformational leadership changes and transforms individuals (Hall, Johnson, Wysocki, & Kepner, 2008; Northouse, 2001). Transformational leaders raise the performance expectations of their followers (Bass, 1995; Boerner, Eisenbeiss & Griesser, 2007). They try to transform peoples’ values and self-concepts. Transformational leaders try to push their followers to conquer their higher needs and follow their aspirations (Eisenbeiss & Griesser, 2007; Jung, 2001). They show emotional involvement and compassion in the (mentorship) process.

The transformational leadership theory is made up of four main components: idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Idealized influence is the part of transformational leadership that highlights the leader’s charisma and its impact on others. They become role models who are admired, respected, and emulated by followers (Avolio & Bass, 2002). Consequently, followers demonstrate a high degree of trust in such leaders (Stone, Russell & Patterson, 2004). Also transformational leadership involves integrity in the form of ethical and moral conduct.

Inspirational motivation is the voicing of a clear, engaging and inspiring vision to followers. Intellectual stimulation involves stimulating follower creativity by questioning
assumptions and challenging the status quo. Bass (1985) explained “that the inspirational and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values” (p. 99). *Individual consideration* involves giving one on one attention to and supporting the individual needs of all followers.
Chapter 3

Program Overview

Target Population

The targeted population is underrepresented college students. This includes Hispanic, African American, Pacific Islander and Native American students Lesbian/Gay/Bisexual/Transgender (LGBT), veterans and non-traditional students (whether because of age or part-time status). This group of students was chosen because of their academic and emotional struggles during college years. If given the proper guidance and resources, underrepresented students can achieve at high levels and provide diversity, leadership and creativity in different fields. The program is intended to be beneficial to all students regardless of background.

Methodology

The mentor training facilitator’s guide and workshop PowerPoint was generated using the culmination of extensive research on underrepresented students, their struggles and needs to be successful in academia (see Appendix A & Appendix B). To create the guide, research on motivational theory, Kirton’s Adaption Innovation Theory, Transformational Leadership Theory and mentorship programs were performed. A review of numerous training manuals was used to create the initial materials. There were multiple revisions to the manual after obtaining feedback from undergraduate students, graduate students, student affairs professionals and academic faculty. The feedback suggested that information that is more practical be included. Examples are: the personal positivity challenge, how to manage crucial conversations and the social identity awareness activity. The mentor-training workshop was created based on the instructional needs of undergraduate college students. The mentor-training workshop follows the
experiential learning model and is very engaging and reflection-focused. The use of experiential learning instructional practices encourages the practical generation and dissemination of knowledge (Hobbs, 2013). The use of instructional methods that are practical and relevant to students increases their interest and retention of information (Mayer, Stull, DeLeeuw, Almeroth, Bimber, Chun & Zhang, 2009).

The evaluation protocol (see Appendix C) was generated to supply practitioners with the tools to evaluate the program and its deliverables to ensure its growth over time. Along with the evaluation instruments there are explanations that outline the importance of each instrument and instructions on how to properly administer the evaluation. There was a standardized approach taken to generate the evaluation protocol, as it will be used in a variety of university settings. However, it can be adapted to the various needs and outcomes of each unique institution.

**Evaluation Questions**

1. To what degree would the mentor training manual prepare undergraduate and graduate student participants to effectively mentor undergraduate students?

2. To what degree would the mentor training workshop prepare undergraduate and graduate student participants to effectively mentor undergraduate students?

3. To what degree does the mentor training workshop provide undergraduate and graduate student participants with information on underrepresented groups?

4. To what degree does the mentor training workshop provide mentors awareness of the Transformational Leadership Theory?

**Data Collection**

A professional panel of 5 student affairs and academic professionals who have expertise in student programming, diversity affairs and training and evaluation reviewed the mentorship
manual and facilitator’s guide along with its visuals. The expert review panel filled out an extensive survey after performing a document analysis via an online data collection service. Their responses were gathered and synthesized using the mode for qualitative data and a review of written responses for qualitative data (see Appendix D). The evaluation plan will be thoroughly reviewed by a research faculty evaluation expert. The expert will assess the evaluation plan’s validity and clarity.
Chapter 4

Project Outcomes

Results

A review panel of higher education professionals and students completed a 19-question assessment that evaluated every aspect of R.I.S.E. U.P. Evaluation questions were either in the form of a Likert scale or open answer. The values for the Likert scale questions were 1-Do Not Agree/ Not at All, 2- Somewhat Agree/ Average Level, 4- Agree and 5- Strongly Agree/ High Level. This section provides the measures of central tendency and the direct quotes from the panel for the open-ended questions.

Table 1. Transformational Leadership Content Ratings

<table>
<thead>
<tr>
<th></th>
<th>Not at all/Do Not Agree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>High Level/ Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational leadership is clearly defined in the facilitator’s guide.</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>60.0% 3</td>
<td>40.0% 2</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>The facilitator’s guide adequately assists the facilitator in applying transformational leadership appropriately applied to the mentoring process.</td>
<td>0.0% 0</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
<td>60.0% 3</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>The PowerPoint presentation has an appropriate amount of information on transformational leadership.</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>40.0% 2</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>There were appropriate activities in the workshop to help participants learn the concept of transformational leadership.</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>20.0% 1</td>
<td>40.0% 2</td>
<td>40.0% 2</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>There was adequate reflection time in the workshop for participants to apply the concept of transformational leadership to mentoring.</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>40.0% 2</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
</tbody>
</table>
When asked “What specific components worked well in the facilitator’s guide as it relates to transformational leadership?” the panelists responded:

- I think it does a great job is defining what a mentor is, transformational leadership, and how those two topics blend.
- Clear definition and nice use of interaction in activity.
- The exercises seem to work well and give multiple examples to participate (sic) within.
- The discussion is well written both in the guide and PowerPoint. However, if this is for high school or college aged students; I am not convinced they would relate to Oprah being a transformational leader (granted she is).
- Very descriptive and provides adequate direction. Someone could effectively lead this training session with the guide, and without previous instruction.

When asked “What specific components could be improved well in the facilitator’s guide as it relates to transformational leadership?” the panelists responded:

- It has instructions on what to do with the students (for ex. Have mentors draw their example of a Transformational Leader and why on flipchart paper.”) but doesn't give tips for the facilitator on how to successfully facilitate this activity. What are prompts for reflection the facilitators can ask if the activity goes awry? Additionally, one of the tenants of transformational leadership is not asking of other what you wouldn't do yourself. If a mentor is going to lead students through the respect, influence, support, and empower model, the mentor should personally go through this model during the training before trying to development others through the model.
- No clear definition of what exactly is being transformed; no explicit connection to the environment for underrepresented students; including Oprah as an example may make the concept feel unattainable and, again, is not connected to the context of the environment for underrepresented students. (Why not choose examples of actual mentors; get quotes from students re: people who have been transformative in their lives; etc.?)
- The course overview needs to become more detailed.
- Expand discussion on leadership development and its importance.
- Add a little color.
Table 2. Underrepresented Students Content Ratings

<table>
<thead>
<tr>
<th></th>
<th>Not at all/Do Not Agree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underrepresented populations are clearly defined in the facilitator’s guide.</td>
<td>0.0% 0</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>20.0% 1</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>The facilitators guide adequately assists the facilitator in relating the concepts to mentoring underrepresented populations.</td>
<td>0.0% 0</td>
<td>20.0% 1</td>
<td>20.0% 1</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>The PowerPoint presentation has an appropriate amount of information on mentoring underrepresented populations.</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>There were appropriate activities in the workshop to help participants learn about what is meant by underrepresented populations.</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>There was adequate reflection time in the workshop for participants to apply the concept of mentoring students from underrepresented populations.</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
<td>40.0% 2</td>
<td>20.0% 1</td>
<td>20.0% 1</td>
<td>0.0% 0</td>
</tr>
</tbody>
</table>

When asked “What specific components worked well in the facilitator’s guide as it relates to understanding mentoring underrepresented populations?” panelists responded:

- What specific components worked well in the facilitator’s guide as it relates to understanding mentoring underrepresented populations?
- The mentioning of intersectionality, social identities, and active listening.
- The identity exploration exercise may help participants begin to think about what social identities are and what they have to do with being majoritized or minoritized within a college environment.
- The Activity defining Race, Physical Ability, Nationality, Sexuality, Gender and Socio Economic Status.
- The activities work well as presented. Reflection and discussion is always a good addition.
- The group activity and open discussion.

When asked, “What specific components could be improved in the facilitator’s guide as it relates to understanding mentoring underrepresented populations?” panelists responded:
• I would define what “underrepresented” means for this particular student population. It defines underrepresented from a national standpoint but this population will differ by campus, department, office, etc. I would focus more on social identity development, in particular, how the intersectionality of identities nullifies a “catch-all” solution for individuals who do not identify with the stereotypical characteristics of a particular identity. Education around salient ideate would do the trick. Additionally, I would also add additional resources their student can seek like multicultural services, tutoring, dean of students, etc. because meters should be able to be a resource broker for issues they can’t/shouldn’t handle.

• This component needs significant work. 1) “Asian and Pacific Islander Americans” (not “Pacific Islanders”), 2) all groups are lumped together with no specific information provided about each (including the context at the host institution), 3) no attention to multiracial groups (increasingly large group on campuses), 4) the identities activity does not necessarily teach the concept of being underrepresented (a powerful and valuable activity, but the connection needs to be made much more explicitly) – and there is no way 5 minutes is anywhere near enough to devote to the identity activity….and 5 minutes is not adequate to address the topic of 18 underrepresented students when they are the focus of the program. There needs to be much more time allotted to this, in my view.

• Additional examples showing a connection to underrepresented mentors (those whom are successful) to the mentees and showing a cross-connection between the two. Example (Oprah coming from humble beginnings and showing her transformation to leadership).

• Expand the discussion of what traditionally underrepresented means.

• More focus/discussion on intersectionality.
Table 3. Motivation Content Ratings

<table>
<thead>
<tr>
<th></th>
<th>Not at all/Do Not Agree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation is clearly defined in the facilitator’s guide.</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The facilitators guide adequately assists the facilitator in relating the concept of motivation to mentoring.</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The PowerPoint presentation has an appropriate amount of information on student motivation.</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>60.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>There were appropriate activities in the workshop to help participants learn about student motivation.</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>There was adequate reflection time in the workshop for participants to apply the concept of student motivation to mentoring.</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>50.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

When asked “What specific components worked well in the facilitator’s guide as it relates to understanding the impact of motivation on the mentoring relationship?” panelists responded:

- Good job on this section
- Unless I missed something I believe all that was included was reading excerpts of academic articles about motivation – unfortunately I’m not sure this will work too well.
- Continuous motivation and positive confirmation from the Mentor to the Mentee.
- Thoughtful discussion on motivation; the conceptual model is very helpful for the facilitator.
- Full description and background information on motivation included.

When asked “What specific components could be improved in the facilitator’s guide as it relates to understanding the impact of motivation on the mentoring relationship?” panelists responded:
Could there be a TED talk about motivation that might illustrate some of the concepts? Or a reflection activity where students explore times when they’ve felt motivated and unmotivated and what made the difference – in order to get at the concepts in the readings? I don’t believe that allowing fifteen minutes total for participants to read heavy academic language and discuss it is going to facilitate an understanding of how motivation applies to college students or the mentoring relationship.

- The comment that states the following: Find your “go-to students” – Those are the students who are actively paying attention and taking notes. Call on them to volunteer when others refuse. This will cause a “Burn-Out” effect and will cause the “go to students” to possibly withdraw.
- Maybe a conversation about what motivates each person in the room.

### Table 4. Clarity of Content during the Training Workshop Ratings

<table>
<thead>
<tr>
<th></th>
<th>Not at all/Do Not Agree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator’s guide serves as an adequate resource for preparing for the training workshop.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The facilitator’s guide serves as an adequate resource for conducting the training workshop.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The content level of the training workshop is appropriate for undergraduate students.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>An appropriate amount of material is communicated in the training.</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The training workshop is presented in a manner that is suitable for retention of concepts.</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The PowerPoint presentation is clear and easy to read.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>75.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The PowerPoint presentation adequately supports the flow of the training workshop.</td>
<td>0.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>60.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The training workshop prepares peer mentors to effectively mentor underrepresented students.</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
This training could be beneficial to your campus right now.

<table>
<thead>
<tr>
<th>0.0%</th>
<th>0.0%</th>
<th>20.0%</th>
<th>40.0%</th>
<th>40.0%</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments on Facilitator’s Guide, workshop and/or PowerPoint presentation

- The guide is very clearly presented and organized - will be easy for trainers to use. The flow seems a bit uneven. I think you need MUCH more time to explore the concepts and MUCH more time for students to explore their own experiences and what has helped them be successful before they can adequately support others in doing so. There is way too much content -- you're mixing theories with practical application and you'll also have to address practical things relevant to the institution – all of this takes time. Think about a series of shorter sessions (a semester long one-credit course?), or a day-long retreat, or a weekend workshop.
- The facilitator's guide has great idea's and maybe a contributing factor at some point pertaining to a training guide. A test workshop would have to be applied and feedback would have to be assessed before implementing.
- All 3 are outstanding and will fully prepare the facilitator and ensure the mentees walk away having developed leadership, academics, and community development.
- Great work! Very informative and helpful!
Table 5. Mentor Manual Ratings

<table>
<thead>
<tr>
<th></th>
<th>Not at all/Do Not Agree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational leadership is clearly defined in the mentor manual.</td>
<td>20.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The mentor manual has an appropriate amount of information on transformational leadership.</td>
<td>20.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Underrepresented populations are clearly defined in the mentor manual.</td>
<td>20.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The mentor manual has an appropriate amount of information on mentoring underrepresented populations.</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Motivation is clearly defined in the mentor manual.</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The mentor manual has an appropriate amount of information on student motivation.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>60.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>An appropriate amount of material is communicated in the mentor manual.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The mentor manual is suitable for retention of concepts.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>50.0%</td>
<td>25.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The mentor manual is clear and easy to read.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The mentor manual adequately supports the flow of the training workshop.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>60.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The content is clear and comprehensive</td>
<td>0.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>The contents of the manual provides adequate information for mentor’s to refer to during the semester</td>
<td>0.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
The mentor manual is an adequate resource for R.I.S.E. U.P. mentors.  

<table>
<thead>
<tr>
<th></th>
<th>0.0%</th>
<th>20.0%</th>
<th>0.0%</th>
<th>40.0%</th>
<th>40.0%</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The materials in the mentor manual could be beneficial to your campus right now.  

<table>
<thead>
<tr>
<th></th>
<th>0.0%</th>
<th>0.0%</th>
<th>40.0%</th>
<th>20.0%</th>
<th>40.0%</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Mentor Manual Content**

When asked “What specific components worked well in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?” panelists responded:

- Breaking down the many steps of mentorship and how they can best serve in this role.
- The flowchart and bullet points help reinforce the concepts.
- The 4 Values of a R.I.S.E U.P. Mentor
- Use of the conceptual mode

When asked “What specific components could be improved in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?” panelists responded:

- Examples related to underrepresented students - not just the theory and abstract points.
- RISE UP Measure of Success
- More open discussion

When asked “What specific components worked well in the mentor manual as it relates to transformational leadership?” panelists responded:

- I did not see any content on TL other than a passing reference to the TL Plan.
- The 7 Habits of Highly Effective Students

When asked “What specific components could be improved well in the mentor manual as it relates to transformational leadership?” panelists responded:

- The mentor manual does not define transformational leadership but the training does. I would include that information within this guide.
- TL Plan is not defined other than to say one will be developed based on responses to MLQ, which isn't linked to TL, so this would probably confuse people.
- Layout
When asked “What specific components worked well in the mentor manual as it relates to understanding mentoring underrepresented populations?” panelists responded:

- Information on social identities, intersectionality, and
- Almost no content on this.
- Are You Ready to RISE UP? - The defining description of the program.
- portion about understanding identity

When asked “What specific components could be improved in the mentor manual as it relates to understanding mentoring underrepresented populations?” panelists responded:

- The mentor manual does not define underrepresented populations but the training does. I would include that information within this guide.
- Almost no content on this in mentoring manual - see suggestions re: power point and guide.
- Not to repeat oneself.

### Table 6. R.I.S.E. U.P. Ratings

<table>
<thead>
<tr>
<th></th>
<th>Not at all/Do Not Agree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>High Level/ Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The R.I.S.E. U.P. Program can tend to the needs of underrepresented students</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>16.67% 1</td>
<td>50.0% 3</td>
<td>33.3% 2</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>The R.I.S.E. U.P. Program can tend to the needs of all students</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>16.67% 1</td>
<td>33.3% 2</td>
<td>50.0% 3</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>The R.I.S.E. U.P. Program is versatile and can be implemented at various types of institutions (i.e., small- private, large public)</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>50.0% 3</td>
<td>50.0% 3</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>If you were an undergraduate or graduate student, you would participate in the R.I.S.E. U.P. Program</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>33.3% 2</td>
<td>50.0% 3</td>
<td>16.67% 1</td>
</tr>
<tr>
<td>The R.I.S.E. U.P. Program has an adequate theoretical framework</td>
<td>0.0% 0</td>
<td>0.0% 0</td>
<td>16.67% 1</td>
<td>33.3% 2</td>
<td>50.0% 3</td>
<td>0.0% 0</td>
</tr>
</tbody>
</table>
When panelists were asked to “Please share any comments, concerns and feedback about R.I.S.E. U.P.” they responded:

- Great program!
- You have a wonderful idea here, Tommy. I think the training process needs some attention in order to translate theory to practice and invite potential mentors to reflect on their own experiences in order to be successful mentors. There are also A LOT of different theories and ideas going on – not much about the practicalities of college life - and I think a better balance is needed.
- I feel it is a great concept and something much needed for underrepresented and marginalized individuals, students as well as communities.
- What a great program!

When asked, “What would you add to the R.I.S.E. U.P. program (i.e., theory, activities, resources)?” panelists responded:

- More information on social identity theories.
- See above. This is Claire Robbins responding and I'd be happy to talk more if you would like to.
- I would suggest inviting speakers within the communities as well as outsource motivational components to participate as guest during some of the exercises. I feel this will engage the students even more.
- Incentives. I'd love to think that students will volunteer as mentors because they want to help others, but based on my experience with mentor programs for underrepresented students, there needs to be something to connect them to the program...more than a feeling of doing good for others. Branding the program and creating a logo, and providing apparel or other items can work as incentives and marketing.

**Conclusions**

The graduate review panel provided detailed, well-rounded feedback for the materials of R.I.S.E. U.P. peer mentoring program. There was a consensus that R.I.S.E. U.P. is a great program with an exceptional theoretical backing, but the program and its materials need to have more of a practical focus and more information added to them.

Much of the feedback clearly stated that there was not enough information given on underrepresented students. As the target group of R.I.S.E. U.P., underrepresented students must be featured heavily throughout the training. Panelists suggested that I provide more information
and insight for underrepresented students by showing stories of underrepresented students and providing much more insight on the views and struggles of those students. Panelists suggested that provide much more time and instruction to allow for students to truly learn and identify with underrepresented students in order to support them. The training was said to be entirely too short. It is nearly impossible to train college students to be transformational leaders and to truly support underrepresented students in a short time period. One suggestion was that the training portion of the program should take place over a weekend (retreat) or possibly even a semester or half semester course. Panelists generally accepted the motivational instruction and information given in the training. They especially appreciated the Organismic Social Cognitive Perspective diagram and explanation.

The motivational section of the project was rated the highest. The underrepresented students section needed the most attention and addition. One panelist thought that using more social identity theories would help the students to gain more insight into their identities and others. The same panelist expressed that teaching more about identity intersectionality and including an activity would allow for students to directly apply identity to themselves. Along with that, panelists agreed that the Transformational Leadership Theory section was nearly perfectly communicated. One panelist suggested that I show examples of underrepresented students who have transformed in other situations to show students what ‘transformational’ really looks like.

Most panelists felt that the program (in its current state) would be very beneficial to all students and in different types of colleges and universities. They were generally happy about the materials clarity and organization. Panelists also felt that the program would nearly equally help underrepresented students and represented students alike because of the program’s shortcomings
in deeply representing and explaining the struggles and necessary support for underrepresented students. Also, one panelist felt that the teaching and training of the program needed to be spaced out to unsure understanding of all it its concepts. They also pointed out that the program needed to focus on bringing a better balance of practicality so that students can relate to the concepts and content. There must be examples or activities for participants to see how all concepts and materials are relevant to real life.

All of the project objectives were accomplished. The facilitator’s guide with visuals, mentor manual and evaluation protocol and materials were generated and thoroughly assessed.

**Future Work/ Next Steps**

R.I.S.E. U.P. is very important to the work and future career goals of the program creator. His goal is to build R.I.S.E. U.P. into a nationally utilized peer mentorship program that can transform mentors and mentees alike. With the guidance of his graduate committee and the help of his graduate review panel, the necessary feedback to develop R.I.S.E. U.P. into a remarkable program. The researcher will consider all feedback and make the necessary corrections and additions to all of the materials. To address panelists concerns on their not being enough information/ teaching on underrepresented students, resources from Ithaca College’s Multicultural Education website will be used to provide the information to develop adequate lesson plans. Resources that teach and apply ‘intersectionality’ will be added to the training materials. To increase the practicality of the training and to provide mentors with tangible leadership resources to give to mentees; information from Leaders Not Labels by Stedman Graham and Leadership on the Line by Martin Linsky will be incorporated into the training.

Some of the powerful additions to the structure of R.I.S.E U.P. that I will try to include are:
• Include staff/faculty and alumni in the process so that all groups are supporting each other and undergraduate students are being provided a phenomenal network and resources.

• Extend the time of the training into a weeklong retreat or even half-semester class to fully train students to be leaders and mentors.

• Suggest activities, resources and field trips that can benefit students throughout the semester. This would be contingent upon each program’s budget and participation.

• Refine and test all evaluation tools and instruments.
References


Appendix

A. Facilitator’s Guide
B. Workshop PowerPoint Presentation
C. Mentor Training Manual
D. Evaluation Protocol
E. Review Panel Raw Data
Respecting, Influencing, Supporting, and Empowering Underrepresented Student Populations

R.I.S.E. U.P.

PEER MENTOR DEVELOPMENT PROGRAM
Welcome to
R.I.S.E. U.P.!

Dear Facilitator,

Thank you for volunteering to help underrepresented students improve as leaders and mentors. We admire your commitment to serving students and appreciate your willingness to give back.

R.I.S.E. U.P. is dedicated to the success and matriculation of underrepresented students in higher education. R.I.S.E. U.P. is the culmination of various motivation, student development and leadership theories that address the needs of today’s undergraduate student. By training our peer mentors as Transformational Leaders, we equip them with the tools to challenge mentees to ‘achieve and believe’ at higher levels.

This training utilizes experiential learning practices that allow students to actively engage in the learning process through artistic expression, journaling, reflection and group learning. Your enthusiasm and positivity is needed to motivate our mentors to delve deep into the learning process.

Please take a moment to review this guide and all supplemental materials. You may even find it helpful to go through some of the activities yourself. Again, your commitment to R.I.S.E. U.P. is greatly appreciated and we thank you for serving our youth!
Tommy Amal
Respecting, Influencing, Supporting, and Empowering
Underrepresented Student Populations
Virginia Tech
Department of Agricultural and Extension Education
# Facilitator Guide

## CONTENTS

**Facilitator Guide**

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</thead>
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<td>iii</td>
</tr>
<tr>
<td>Pre- Training</td>
<td>iii</td>
</tr>
</tbody>
</table>

**Course Overview**

<table>
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<th>About this Course</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience</td>
<td>iv</td>
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<tr>
<td>Training Objectives</td>
<td>iv</td>
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<tr>
<td>Supplies, materials and equipment</td>
<td>v</td>
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<td>Workshop Schedule</td>
<td>vi</td>
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<tr>
<td>Training Preparation Checklist</td>
<td>vi</td>
</tr>
<tr>
<td>Room Setup</td>
<td>vii</td>
</tr>
</tbody>
</table>

**Instruction Notes**

| Introduction to MENTORING | 3 |
| R.I.S.E. U.P. Expectations/Guidelines | 9 |
Facilitation

R.I.S.E. U.P.

Helpful hints for when facilitating…

✔ Be very friendly and enthusiastic! Students will feed off of your energy.
✔ Find your ‘go-to students’.
  o Those are the students who are actively paying attention and taking notes. Call on them to volunteer when others refuse. They can help energize the class and save the training from stalling.
✔ Reflect and summarize.
  o Summarizing participants’ comments helps the conversation arrive at a good conclusion.
✔ Speak loudly and clearly so that everyone can hear you.
✔ Arrive early, stay late.
✔ As a perceived expert, participants may come to you for advice; authenticity in these situations is paramount.
✔ All of the materials needed to successfully carry out this training are provided.
✔ Consider your room arrangement.
  o We can’t always change the room setup, but whenever you can, make sure that the room is arranged in a way that is conducive for learning.
✔ Dress appropriately, but comfortably.
✔ BE AWARE of time and the flow of the training
✔ Have FUN!
PRE- PROGRAM MATERIALS


Friedel, C. R. (in press). The value of adaption and innovation as a function of diversity. In N. Erbe (Ed.) Approaches to managing organizational diversity and innovation (pp. xx-xx). Hershey, PA: IGI Global. High-Level Purpose of this Session


8 Tips for Crucial Conversations; [http://www.southamconsulting.net/cc1/8tips.html](http://www.southamconsulting.net/cc1/8tips.html); retrieved 4/7/14


PRE- TRAINING PREPARATION

Obtain copies of Multifactor Leadership Questionnaire, MLQ
Course Overview

ABOUT THIS COURSE

The goal of this training is to enable mentors to provide mentorship for one or more underrepresented college students.

TARGET AUDIENCE

This training is designed for college upperclassmen who have the desire to mentor younger peers.

TRAINING OBJECTIVES

When participants complete this training, they will be able to:

- Explain mentorship from a transformational perspective;
- Perform the 4 responsibilities of a R.I.S.E. U.P. mentor;
- Facilitate crucial conversations;
- Perform actions necessary for conflict resolution; and
- Prepare S.M.A.R.T. goals for facilitating a productive mentoring relationship.
## SUPPLIES, MATERIALS AND EQUIPMENT

<table>
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<tr>
<th>SUPPLIES</th>
<th>MATERIALS</th>
<th>EQUIPMENT</th>
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<tr>
<td>Pens</td>
<td>For Facilitator:</td>
<td>• Laptop</td>
</tr>
<tr>
<td>Markers</td>
<td>• R.I.S.E. U.P. Facilitator Guide</td>
<td>• Projector</td>
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<tr>
<td>Flipchart Paper</td>
<td>• Training PowerPoint Presentation</td>
<td>• Presenter Remote</td>
</tr>
<tr>
<td></td>
<td>For Participants:</td>
<td>• Easel(s)</td>
</tr>
<tr>
<td></td>
<td>• R.I.S.E. U.P. Mentor Manuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• KAI Score Report Booklets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Workshop Evaluation Forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• S.M.A.R.T. Goals Handouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The 7 Habits of Highly Effective Students Handouts</td>
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Copies of the PowerPoint slides should not be handed out to course participants.
WORKSHOP SCHEDULE

<table>
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<tr>
<th>Tasks</th>
<th>Expected Time</th>
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<tbody>
<tr>
<td>Introduction to Mentoring</td>
<td>115 mins</td>
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<tr>
<td>Concept Development</td>
<td>96 mins</td>
</tr>
<tr>
<td>R.I.S.E. U.P. Expectations/Responsibilities/ Guidelines</td>
<td>82 mins</td>
</tr>
</tbody>
</table>

The listed times are approximates and should be verified during room preparation. Be sure to allot time for breaks.

TRAINING PREPARATION CHECKLIST

<table>
<thead>
<tr>
<th>Task</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Obtain and test LCD projector and personal computer</td>
<td>✓</td>
</tr>
<tr>
<td>Obtain flip charts and markers</td>
<td></td>
</tr>
<tr>
<td>Copy participant materials. For each participant:</td>
<td></td>
</tr>
<tr>
<td>• Workshop evaluation form</td>
<td></td>
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<tr>
<td>• Appendix A: The 7 Habits of Highly Effective Students</td>
<td></td>
</tr>
<tr>
<td>• Appendix B: S.M.A.R.T. Goals handout</td>
<td></td>
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<tr>
<td>Obtain and test PowerPoint file</td>
<td></td>
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<tr>
<td>Prepare flip charts</td>
<td></td>
</tr>
<tr>
<td>Prepare video- <a href="http://www.youtube.com/watch?v=sBkiqfEnzE">http://www.youtube.com/watch?v=sBkiqfEnzE</a></td>
<td></td>
</tr>
</tbody>
</table>
ROOM SETUP

Please arrive early to setup the room.

- Arrange tables for groups of 5-6 (preferably).
- Provide a flip chart and easel for each table of participants.

Instruction Notes

The following notes refer to slides in the PowerPoint presentation: Suggested actions and script for the instructor are located under each section. Background information is provided before each content area. Also included are references to the slide number and page number in the mentor manual, as well as instructions on when and how to use the exercises. Use these materials as you prepare for your session to guide you during the workshop. Be sure to refer mentors to the appropriate page number in their mentor manual throughout the session.

POSSIBLE ANSWERS OR KEY TAKEAWAYS ARE WRITTEN IN BOLD ITALICS AND ARE ENCLOSED IN BLUE BOXES.

Script for the facilitator to SAY is written in normal font.

Instructions for the facilitator to DO or EXPLAIN are written in BOLD.
Training Instruction

INTRODUCTION TO MENTORING

Expected Time: 115 minutes

BACKGROUNG INFORMATION

“**Transformational leaders focus** on followers, motivating them to high levels of performance, and in the process, help followers develop their own leadership potential. Research evidence clearly shows that groups led by transformational leaders have higher levels of performance and satisfaction than groups led by other types of leaders. Why? Because transformational leaders hold positive expectations for followers, believing that they can do their best. As a result, they inspire, empower, and stimulate followers to exceed normal levels of performance. AND, transformational leaders focus on and care about followers and their personal needs and development (Riggio, 2009; pp. 1).” They show emotional involvement and compassion in the (mentorship) process. Transformational leadership involves integrity in the form of ethical and moral conduct. As a result, followers demonstrate a high degree of trust in such leaders.

**R.I.S.E. U.P. Mentors lead** their mentees through…

RESPECT- Admiration for the qualities, abilities, and achievements of the individual. Mentors build rapport so they are able to address the unique interests and needs of the mentee.

INFLUENCE- The capacity to have an effect on the development and character of the individual. The relationship between the mentor and mentee must be one of trust and admiration that is reinforced by high ethical standards.

SUPPORT- Providing emotional encouragement so that the individual is able to employ appropriate strategies in pursuit of one’s goals. Mentors are active listeners.

EMPOWER- They motivate the individual to act. Mentors encourage the mentee to believe in one’s ability and assert themselves when pursuing their goals.
Welcome!

Thank mentors for participating.

Introductions - Have students tell their Name, Hometown, Standing, and Why R.I.S.E. U.P.?

Have student turn to page 2 in their mentor manual.

SAY: “The purpose of the R.I.S.E. U.P. mentoring program is to provide edification for both the mentor and the mentee. It is a way for a participant to positively share education, wisdom, and life and career experiences with another individual that can benefit from the direct and personal interaction.

What is Mentorship?

Activity - Give mentors 5 minutes to write their definition of mentorship and 5 characteristics of a mentor. Have them share with the entire group.

Make a list on the flipchart of the characteristics.

Mentorship is the process when an individual guides another individual towards a desired outcome

- Trustworthy
- Reliable
- Honest
- Strong
- Supportive
- Loyal
- Flexible
- Leader
- Knowledgeable
- Experienced
- Fun
R.I.S.E. U.P. Mentor

Have mentors read page 9 of the Mentor Manual
Explain that R.I.S.E. U.P. mentors are Transformational Leaders who...

RESPECT- Admiration for the qualities, abilities, and achievements of the individual. Mentors build rapport so they are able to address the unique interests and needs of the mentee.

INFLUENCE- The capacity to have an effect on the development and character of the individual. The relationship between the mentor and mentee must be one of trust and admiration that is reinforced by high ethical standards.

SUPPORT- Providing emotional encouragement so that the individual is able to employ appropriate strategies in pursuit of one’s goals. Mentors are active listeners.

EMPOWER- They motivate the individual to act. Mentors encourage the mentee to believe in one’s ability and assert themselves when pursuing their goals.

Transformational Leadership

SAY: “Now that we know that R.I.S.E. U.P. mentors are Transformational Leaders, let us learn more about Transformational Leadership.”

Play video [http://www.youtube.com/watch?v=sBkqiqfEnzE](http://www.youtube.com/watch?v=sBkqiqfEnzE)

Assessment

Have mentors take Multifactor Leadership Questionnaire, MLQ
Who is Transformational?

Have mentors draw their example of a Transformational Leader and why on flipchart paper. Have them share with group.

Oprah - A Transformational Leader
Play clip- http://www.youtube.com/watch?v=9zDMoj7D3b8
Have mentors discuss Oprah as a Transformational Leader in pairs.

Role Play Activity

SAY- “Learning how to coach and mentor others typically involves opportunities to role-play in scenarios associated with common organizational problems. Groups begin by defining valued transformational leadership qualities.”

Divide groups into groups of three people. Assign one person the role of transformational leader (mentor), assign the second person the role of the follower (mentee) and assign the role of observer to the third person. Describe a scenario, such as dealing with the tardiness, and provide 10 minutes for the conversation. The observer records how many times the leader uses valued techniques, such as listening actively, using open questions, displaying respect and recognizing individual contributions. After 10 minutes, each group should discuss the results. Try to stay in mentor- mentee role as much as possible.
Have mentors read pp. 13-14 in the mentor manual. Allow mentors 10 minutes to discuss core concepts with the group.
CONCEPT DEVELOPMENT

Expected Time: 96 minutes

BACKGROUND INFORMATION

Motivation

The organismic social cognitive perspective (OSCP) takes a holistic approach on looking at educational intervention on student motivation and engagement (see Figure 1). “The organismic social cognitive perspective (OSCP) explains, “that motivational processes influence both learning and performance of cognitive skills, social skills, motor skills, strategies, and behaviors” (Anderson & Torres, 2008, p. 7). The organismic perspective explains that humans are lively and progressive have the need to incorporate their own psychological state into that of a larger social system. The organismic social cognitive perspective looks at self-determination from an organismic perspective. That is, it shows how the satisfaction of the three basic needs is the basis for psychological growth and explains the personal factors of motivation (Anderson & Torres, 2008). Those three basic needs are autonomy, competence and relatedness. Autonomy is an individual’s “self-rule” (Kagitcibasi, 2005). It has to do with an individual controlling her or his behavior and actions (Broeck, Vansteenkiste, Witte, Soenens & Lens, 2010). Competence refers to a sense of accomplishment and effectiveness and it is usually based on intrinsic motivation. Relatedness speaks to the bonds between individuals and looks at the positive results of interaction and community and well-being with all. These three needs are paramount to human development.

To meet their psychological needs, students participate in academic tasks based on using self-determination as the self-regulatory process. Self-regulation is a process where students examine how each learning task compares to their image of themselves. They then choose their direction and think about the factors that influence the outcome of their decision. (Zimmerman, 1998; 2013) Figure 1 (Conceptual Model for the Organismic Social Cognitive Perspective) illustrates the collaboration of personal, environmental, and behavioral factors that “influence students’ interests, engagement, and volition to learn” (Anderson & Torres, 2008, p. 8) The loop from the personal factors represents internal interaction. Students’ strategies, cognitions, affects, and behaviors for learning are changed as they go through the cyclical process of self-regulation (Anderson & Torres, 2008).

Positivity

Mentees value and actively respond to consistent positivity from mentors (Lee, A., Dennis, C., & Campbell, P., 2007). Living with positivity has many health, social, mental and psychological benefits (Cabrera, 2012). Positivity is the repeated feeling of positive emotions similar to joy, hope, inspiration, appreciation, importance and serenity. Positivity improves overall well-being and personal success (Cabrera, 2012). Positivity from mentors can help underrepresented students overcome the typical feelings of loneliness, inferiority and helplessness. Kindness and positivity are the two prevalent indicators of strong, happy relationships. Problem solving skills can be enhanced through the promotion of positive interactions and emotions (Johnson &
Gottman, 2004). As negativity can have severe effects detrimental to a relationship, positivity sustains and benefits the relationship.

**Cognitive Style**

Kirton’s (2004) Adaption-Innovation theory explains that all people are creative and problem solve. The theory shows that there is a difference between style and level of problem solving, decision-making and creativity. An individual’s cognitive style is established at a young age and is not affected by learning or training. People fall on a continuum from high adaption to high innovation. Individuals who are more adaptive prefer to problem solve with the structure, abiding by rules and guidelines. Individuals who are more innovative prefer less structure, are more inclined to take risks and may prefer to look outside of the rules (Kirton, 2004). Mentors’ understanding of cognitive style could help them better problem solve with their mentee. The farther two individuals are on the cognitive style continuum, the more they will have to cope to problem solve with one another. Coping can lead to frustration and a lack of respect or trust. Understanding and embracing differences in cognitive style can be very beneficial to the mentorship relationship.
SAY - “Now we will begin to learn important skills and competencies that will help us communicate and work with our mentees.”

Ask mentors to prepare to take notes on the Conflict Resolution section

TEACH (on flipchart or board)

**Empathy - The tasks of active listening**

*Empathy is about rapport and openness between people. When it is absent, people are less likely to consider your needs and feelings. The best way to build empathy is to help the other person feel that they are understood. That means being an active listener.*

- **LISTEN** - attentively to the speaker.
- **REFLECT BACK** - to the speaker their feelings, and perhaps the content of the problem with a single statement of acknowledgement periodically.
- **EXPLORE** - If time permits, assist the speaker in finding greater clarity and understanding for themselves. You might take several interchanges reflecting back the speaker's feelings over a longer period of time, so that you both the difficulty in more depth. To get a "Yes, that's what I feel" so they explore what they are saying and they know they have been understood.

- Do not ignore or deny their feelings.
- Read the non-verbal as well as the verbal communication to assess feelings.
- Check back with them about their feelings as well as the content even though they may only be telling you about the content.
- If you are not sure how they feel, ask them e.g. "How do you feel about that?", "How did that affect you?"
- Reflect back to them what you hear them to be saying so they can hear themselves.
- Reflect back to them what you hear them to be saying so they know you understand.
- If you get it wrong, ask an open question and try again e.g. "How do you see the situation?"

*The essence of Appropriate Assertiveness is being able to state your case without arousing the defenses of the other person. The secret of success lies in saying how it is for you rather than what they should or should not do. "The way I see it...” attached to your assertive statement, helps. A skilled "I" statement goes even further.*
When you want to state your point of view helpfully, the "I" statement formula can be useful. An "I" statement says how it is on my side, how I see it.

You could waste inordinate quantities of brainpower debating how the other person will or will not respond. Do not! You do need to be sure that you have not used inflaming language, which would be highly likely to cause a negative response i.e. it should be "clean". Because you do not know, beforehand whether the other person will do what you want or not, the cleanest "I" statements are delivered not to force them to fix things, but to state what you need.

Use an "I" statement when you need to let the other person know you are feeling strongly about the issue. Others often underestimate how hurt or angry or put out you are, so it's useful to say exactly what's going on for you - making the situation appear neither better nor worse i.e. your "I" statement should be "clear".

**What Your "I" Statement Isn't**

Your "I" statement is not about being polite. It has not to do with "soft" or "nice", nor should it be rude. It is about being clear.

It is a conversation opener, not the resolution. It is the opener to improving rather than deteriorating relationships.

If you expect it to be the answer and to fix what is not working straight away - you may have an unrealistic expectation.

If you expect the other person to respond, as you want them to immediately, you may have an unrealistic expectation.

What you can realistically expect is that an appropriate "I" statement made with good intent.

- is highly unlikely to do any harm
- is a step in the right direction
- is sure to change the current situation in some way

Can/will open up to possibilities you may not yet see.
Split into pairs. Allow 10 minutes for participants to attempt to answer questions. From there present the answers to the group and allow them 5 minutes to discuss within groups.

- **What is a crucial conversation?**
  - Anytime you are stuck - when a professional or personal relationship goes into a rut, or you are having trouble achieving results in your team or organization - ask, "What conversations are we not facing or not facing well that are keeping us stuck?" A Crucial Conversation will help both parties break through to new levels of understanding and commitment.

- **When do I need a crucial conversation?**
  - Before entering your crucial conversation, ask, "What do I really want for me? What do I really want for others? What do I really want for the relationship?" The clearer you are about your goals, the less you will be controlled by your fears.

- **How do I stay focused during a crucial conversation?**
  - When others move to silence (withdrawing, masking, avoiding) or violence (controlling, labeling, verbal attacking), these are signs that others do not feel safe. Learn to look for silence or violence - signs that safety is at risk. When crucial conversations turn ugly, the problem is not too much candor, it is too little safety. With enough safety, you can talk about anything.

- **How do I catch warning signs of trouble before it is too late?**
  - When others move to silence (withdrawing, masking, avoiding) or violence (controlling, labeling, verbal attacking), these are signs that others do not feel safe. Learn to look for silence or violence - signs that safety is at risk. When crucial conversations turn ugly, the problem is not too much candor, it is too little safety. With enough safety, you can talk about anything.

- **How do I make it safe to talk about anything?**
  - People do not get defensive because of the content of what you are saying. They get defensive because of the intent they perceive behind it. When others become defensive, stop talking about the issue and clarify your purpose. Help them understand your motives by sharing what you really want out of this conversation for you, for them and for the relationship (See #2).

- **How can I master my emotions?**
  - Master your emotions by getting to their root. We make ourselves upset during crucial conversations when we 1. Cover up or ignore our role in creating the problems we are discussing and 2. Exaggerate others' role in the problems by
attributing the worst possible motive to them. Ask yourself 1. What am I pretending not to know about my role? In addition, 2. Why would a reasonable, rational and decent person do what the other person is doing?

How can I be persuasive but not abrasive?
- Start with the facts. Instead of launching with your emotions, begin by sharing the facts. Describe the concrete and objective experiences (what others said or did—not what you think about what they said or did) that created your concerns. For example, start with, "In the meeting you referred to the proposal as 'My idea.'" Do not start with "You back-stabbing jerk, you took complete credit for our proposal in there!" When you start with your facts, you help others see how a reasonable, rational and decent person would think and feel as you do. When they come to this realization, it is harder for them to become defensive at even the most controversial things you have to say.

• How can I explore others' views?
- The easiest way to reduce defensiveness? LISTENING. Spend as much time exploring how others see the issues as you spend sharing your own. Exploring means that you are genuinely curious about others' views. Your goal is not necessarily to agree with them, but instead to discover how a reasonable, rational and decent person would think and feel as they do. The more curious you become, the safer others will feel and the less likely you are to be hooked by what they say.

• How can I end it well?
- End with clear expectations. Do not be satisfied with just good talk. Move to action by ensuring everyone is clear about how to get the issue resolved once and for all. Come to specific agreement about who is going to do what by when. Then agree when you will follow up to see that you and others have kept these commitments. Clear agreements and disciplined accountability turn great conversations into great results.
Cultural Encouragement

Explain. This is what they must encourage our mentees to do.

- Encourage mentees to discover and BE themselves
- Be open. People will ask you questions about your heritage that they do not understand.
- There will be times when you do not feel included.
- There's nothing wrong with being with other underrepresented mentors
- Join, or attend functions hosted by other underrepresented student groups.
- Join organizations and partake in activities with non-underrepresented groups

READ- “The primary identities that are studied are religion, race, national origin, socio-economic class, gender, sexual orientation, age and ability. In order to support students thirst to identify with groups and have a sense of belonging, a respect and appreciation for all cultures are necessary. While it is important to be cognizant of each individual identity, it is important to embrace the intersectionality of identities, students have intersecting identities that make them unique. For example, within a group of woman, some could be African American or Asian and have different sexual orientations. The intersection of being a woman and African American is very different from being a woman and Asian. The intersectionality of their identities provides great diversity within a group.”

Activity- Who are you?

Have mentors write down their social identities on paper.
- Race (i.e. Black, White, Latino)
- Physical Ability (i.e. able, handicapped)
- Nationality (i.e. Belizean, South African, Mexican)
- Sexuality (i.e. Homosexual, Lesbian, Gay)
- Gender (i.e. female)
- Socio-economic class (working class, $Rich$)

Have mentors rank which identities are most pertinent to them (which do they identify with most).

Allow 5 minutes to share their results in pairs.
READ- “Many students from underrepresented populations face racism and discrimination on their college campuses because of their identities. Having mentors provide support and guide mentees to campus services during times of need could improve retention and satisfaction of underrepresented students. Traditionally, the term underrepresented populations represents Hispanics, African Americans, Pacific Islander and Native Americans. More recently underrepresented populations include Lesbian/Gay/Bisexual/Transgender (LGBT), veterans and non-traditional students (whether because of age or part-time status). Students from underrepresented populations endure complex issues from racism to feelings of inferiority and exclusion. Underrepresented students are more likely to feel distant and isolated from campus. Those same students consistently perform under average because of not being academically prepared for college and a myriad of other non-academic issues. Underrepresented students who are ‘engaged’ in campus perform much higher than those who are not engaged. Engagement in campus involvement in campus and co-curricular activities helps underrepresented students feel a sense of ownership and belonging on campus that other underrepresented students do not feel. Engagement also has a positive effect on academic success for underrepresented students.

Adaptive- Innovative Continuum

- Cognitive style is established at a young age and is not affected by learning or training.
- People fall on a continuum from high adaption to high innovation.
- Individuals who are more adaptive prefer to problem solve with the structure, abiding by rules and guidelines.
- Individuals who are more innovative prefer less structure, are more inclined to take risks and may prefer to look outside of the rules.
- The farther two individuals are on the cognitive style continuum, the more they will have to cope to problem solve with one another.
- Coping can lead to frustration and a lack of respect or trust. Understanding and embracing differences in cognitive style can be very beneficial to the mentorship relationship.
Albert Einstein

- Einstein was highly innovative
- Everyone else believed classical mechanics and physics were almost completely understood and there was nothing new to physics
- Believed there must be something fundamentally different about classical mechanics
- Einstein came up with a new way of looking at mechanics and physics and created the theory of relativity

Thomas Edison

- Edison was highly adaptive
- Said he never invented anything himself
- Instead, he took people’s ideas and made the best of them

Show clip on The Power of Positive Thinking.

Challenge mentors to take the challenge.

- Think about positive, happy thoughts
- Follow the 7 Day Mental Diet
  - Live life without holding negative thoughts or Feelings for 7 consecutive days.
- Notice what you do have and what you don’t.
- Decide to become curious and not judgmental

Ask 3 mentees to give feedback on the video and how it could help them in their mentorship relationship.
Connections

*Environment* - Represents the students/people around them. It is important that our mentees have positive role models. We must model positive behaviors so that our mentees can learn from our examples. Also, we must provide opportunities for our mentees to interact with other positive people and environments.

*Personal* - The process of discovering identity, and focusing on academic and personal areas of improvement; (i.e. fixed personality traits, flexible personality traits, identity, beliefs, attitudes)

*Behavioral* - Mentee’s development throughout R.I.S.E. U.P.

All 3 of the factors (personal, environmental and behavioral) are interconnected and each are affected by the activity in the other areas. It is our responsibility to provide our mentees with the necessary resources to keep them motivated for success.

Transition is any event, or non-event, that results in changed relationships, routines, assumptions, and roles. It is important to note that perception plays a key role in transitions as an event, or non-event, meets the definition of a transition only if it is so defined by the individual experiencing it. In order to understand the meaning that a transition has for a particular individual, the type, context, and impact of the transition must be considered.

- **Situation**
  - Trigger: What precipitated the transition?
  - Timing: Is the transition considered "on time" or "off time" in terms of one's social clock?
  - Control: What aspect of the transition does the individual perceive as being within his/her control?
  - Role change: Is a role change involved and, if so, is it viewed as a gain or a loss?
  - Duration: Is it seen as permanent, temporary, or uncertain?
  - Previous experience with a similar transition: How effectively did the person cope then, and what are implications for the current transition?
  - Concurrent stress: Are other sources of stress present?
  - Assessment: Who or what is seen as responsible for the transition, and how is the individual's behavior affected by this person?

- **Self**: factors considered important in relation to the self are classified into two categories
  - Personal and demographic characteristics affect how an individual views life, such as socioeconomic status, gender, age, stage of life, state of health, and ethnicity.
- Psychological resources include ego development, outlook, and commitment and values.
- **Social support**
  - Intimate relationships
  - Family units
  - Networks of friends
  - Institutions and communities
- **Strategies, or coping responses, are divided into three categories**
  - Those that modify the situation
  - Those that control the meaning of the problem
  - Those that aid in managing the stress in the aftermath


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**R.I.S.E. U.P. EXPECTATIONS/GUIDELINES**

**Expected Time:** 82 minutes

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Have mentors read the Measure of Success on page 15.

![Measure of Success](image1)

5min  
Mentor Manual p. 8

Have mentors read over the S.M.A.R.T. Goals worksheet.

![S.M.A.R.T. Goals](image2)

5min  
Mentor Manual Appendix B
Allow mentors 30 minutes to create action plan
All mentors must share their action plan with the group

Have mentors read The 7 Habits of Highly Effective Students

Have mentors read over R.I.S.E. U.P. guidelines expectations, and objectives.

SAY: “You are now R.I.S.E. U.P. Mentors! Are you ready to hold these responsibilities?”

Thank mentors for participating!
Play “HAPPY” by Pharrell Williams
Respecting, Influencing, Supporting, and Empowering Underrepresented Student Populations
WELCOME!

R.I.S.E. U.P. Mentor Training Workshop
What is your definition of ‘mentorship’?
- 5 characteristics of a ‘mentor’
TRANSFORMATIONAL LEADERS who….

- **RESPECT** - Admiration for the qualities, abilities, and achievements of the individual. Mentors build rapport so they are able to address the unique interests and needs of the mentee.

- **INFLUENCE** - The capacity to have an effect on the development and character of the individual. The relationship between the mentor and mentee must be one of trust and admiration that is reinforced by high ethical standards.

- **SUPPORT** - Providing emotional encouragement so that the individual is able to employ appropriate strategies in pursuit of one’s goals. Mentors are active listeners.

- **EMPOWER** - They motivate the individual to act. Mentors encourage the mentee to believe in one’s ability and assert themselves when pursuing their goals.

**R.I.S.E. U.P. Mentor**
• http://www.youtube.com/watch?v=sBkqiqfEnzE
• Transformational Leadership

Transformational Leadership
Multifactor Leadership Questionnaire, MLQ
• Draw your example of a transformational leader.
• Share with your partner.

Who is Transformational?
- [http://www.youtube.com/watch?v=9zDMoj7D3b8](http://www.youtube.com/watch?v=9zDMoj7D3b8)
- Oprah- A Transformational Leader
• Empathy
• Managing Emotions
• Appropriate Assertiveness
• What is a crucial conversation?
• When do I need a crucial conversation?
• How do I stay focused during a crucial conversation?
• How do I catch warning signs of trouble before it's too late?
• How do I make it safe to talk about anything?
• How can I master my emotions?
• How can I be persuasive but not abrasive?
• How can I explore others' views?
• How can I end it well?
• Encourage mentees to discover and BE themselves

• Be open. People will ask you questions about your heritage that they don't understand.

• There will be times when you don't feel included.

• There's nothing wrong with being with other underrepresented students
• Join, or attend functions hosted by other underrepresented student groups.

• Join organizations and partake in activities with non-underrepresented groups
• KAI Score Reports
• What does your score mean?
Adaptive- Innovative Continuum

Thomas Edison
1847-1931

Albert Einstein
1879-1955

Change within the given system

More Adaptive Style

Doing things better

Change of the system

More Innovative Style

Doing things differently
• Einstein was **highly innovative**

• Everyone else believed classical mechanics and physics were almost completely understood and there was nothing new to physics

• Believed there must be something fundamentally different about classical mechanics

• Einstein came up with a new way of looking at mechanics and physics and created the theory of relativity

**Albert Einstein**
• Edison was highly adaptive

• Said he never invented anything himself

• Instead, he took people’s ideas and made the best of them
The Power of Positive Thinking: 7 Day Challenge by Anthony Robbins

http://www.youtube.com/watch?v=-3rGflix2q8
Figure 1. Conceptual Model for the Organismic Social Cognitive Perspective
<table>
<thead>
<tr>
<th>As a mentor you will provide..</th>
<th>Your mentee will realize that he/she . . .</th>
<th>Measurable indications are:</th>
</tr>
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<tbody>
<tr>
<td>✓ Respect</td>
<td>✓ is a capable student</td>
<td>✓ a willingness to help others</td>
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<tr>
<td></td>
<td></td>
<td>✓ ability to see the future</td>
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<td></td>
<td></td>
<td>✓ ability to plan for college</td>
</tr>
<tr>
<td>✓ Influence</td>
<td>✓ is confident and self-assured</td>
<td>✓ increased cooperation with parents, teachers and peers</td>
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<td></td>
<td></td>
<td>✓ behavioral changes</td>
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<tr>
<td>✓ Support</td>
<td>✓ values education and the learning process</td>
<td>✓ increase in school attendance</td>
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<td>✓ improved grades</td>
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<td></td>
<td></td>
<td>✓ respect for teachers</td>
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<tr>
<td>✓ Empower</td>
<td>✓ has potential</td>
<td>✓ setting goals</td>
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<tr>
<td></td>
<td></td>
<td>✓ developing new skills</td>
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<tr>
<td></td>
<td></td>
<td>✓ aware of time Management</td>
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</table>
A SMART goal is:

- **Specific** (and strategic): Linked to position summary, departmental goals/mission, and/or overall School of Medicine goals and strategic plans. Answers the question—Who? and What?
- **Measurable**: The success toward meeting the goal can be measured. Answers the question—How?
- **Attainable**: Goals are realistic and can be achieved in a specific amount of time and are reasonable.
- **Relevant** (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.
- **Time framed**: Goals have a clearly defined time-frame including a target or deadline date.

---

**S.M.A.R.T. Goals**
ACTION PLAN

How will you incorporate the information from this training into your relationship with your mentee?
As a R.I.S.E. U.P. Mentor you are.....

The R.I.S.E. U.P. Mentor

 Courtesy of California Governor’s Mentoring Partnership.
• https://www.youtube.com/watch?v=y6Sxv-sUYtM
Respecting, Influencing, Supporting, and Empowering Underrepresented Student Populations

R.I.S.E. U.P.
ARE YOU READY to R·I·S·E·U·P.?

Welcome to the Respecting, Influencing, Supporting, and Empowering Underrepresented Student Populations Peer Mentoring Program (R.I.S.E. U.P.). The purpose of R.I.S.E. U.P. is to provide support for first-year students through peer mentorship. As a peer mentor, you will be a source of motivation and guidance for your mentee as he or she navigates through this transition period.

The purpose of the R.I.S.E. U.P. mentoring program is to provide edification for both the mentor and the mentee. It is a way for a participant to positively share education, wisdom, and life and career experiences with another individual that can benefit from the direct and personal interaction.
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As a mentor, you are about to begin one of life’s most rewarding and fulfilling experiences. Your commitment indicates that you believe in developing other students toward academic and career success. You recognize the magnitude of the responsibility that you accepted in choosing to work with these students and agree to interact appropriately with your mentee according to the highest ethical standards at all times.
Program Rules & Requirements:

- Students must have at least a sophomore status with a GPA of 2.8 are eligible to apply for membership.

- There are no dues; the R.I.S.E. U.P. mentoring program is completely voluntary.

- Discussions between you and your mentee are considered confidential. Be careful about sensitive personal issues. The mentee’s personal or family life may be difficult to discuss, particularly early in the relationship.

- If you have a concern you feel is beyond your ability to handle, call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.¹

What is a Mentor?

A mentor plays many roles. In the historical sense, a mentor is one who recognizes others’ potential and supports development. Mentors also are:

- A loyal friend and advisor.
- A teacher, guide, coach, and role model.
- Entrusted with the care and education of another.
- Knowledgeable and have the expertise to nurture another person’s ability.
- Willing to give what he or she knows with no expectation of reciprocation
- Representatives of accomplishment, knowledge, skill, and virtue

What a Mentor is NOT

- Mentors must be perfect
- Mentors have all of the answers
- Mentors must be much older
- Impactful mentorship requires a long term, formal relationship
- Not your boss
- Does not tell you what to do (i.e. bossy)
“People seldom improve when they have no other model but themselves to copy.” – Oliver Goldsmith

MENTOR GUIDELINES AND CODE OF CONDUCT

Please read the following guidelines carefully.

Your Role as a Mentor:

• Listen carefully and offer possible solutions without passing judgment. Don’t criticize or preach.

• Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never “should of” your mentee.

• Respect the uniqueness of your mentee and help him/her through constructive feedback.

• Remember there is a big difference between encouraging and demanding. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow.

• As a friend you can share and advise, but know your limitations. Problems that your mentee may share with you regarding substance abuse, molestation and physical abuse are best handled by professionals. If you have any concerns, contact the mentor coordinator immediately.

“The most effective mentors offer, respect, and influence, support, and empowerment while they guide others to new levels of achievement. They expose their mentees to new ideas, perspectives, and standards, and to the values and norms of society. Although mentors are more knowledgeable and experienced, they do not view themselves as superior to those whom they mentor (DUCMAD).”
Discipline:

There may be instances when your mentee’s behavior is unacceptable. Use caution in communicating this with them. *Alert the mentor coordinator with any behavioral issues that make you uncomfortable.*

Health and Safety:

Protect the health and safety of your mentee and seek advice from the mentor coordinator whenever in doubt about the appropriateness of an event or activity and inform school or program staff of any persons, situations or activities that could affect the health and safety of the student.

- Do not use alcohol or drugs when with your mentee.
- Do not have firearms or weapons present while with your mentee.
- Always wear seat belts while in the car.
- Have adequate personal liability and automobile insurance coverage.
- If you have become aware that your mentee’s safety or the safety of another is in jeopardy through disclosure, report your concern to the mentor coordinator.

Activities:

- Always meet your mentee at events
- Help your mentee get comfortable at events/programs by introducing them to people and including them in the activities.
- Taking the first step in planning activities (outside of our mandatory activities) is primarily your responsibility; however, ask your mentee to help make decisions or have him/her plan an activity.
- The mentor–mentee match is a one-on-one relationship that takes time to build. Try to avoid bringing someone else when you are with your mentee unless they (your mentee) communicated that they wanted another person present.

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2 The guidelines for our interaction with mentees are derived from those set by the National Mentor Organization.  
3 Courtesy of California Governor’s Mentoring Partnership.
The R.I.S.E. U.P. Mentor

As a R.I.S.E. U.P. Mentor you are.....

R.I.S.E. U.P. mentors are minority upperclassmen that have found success during their college years and have a great desire to help guide students new to this community in finding their own success, reach their own goals and aspirations that they have brought with them to college. R.I.S.E. U.P. mentors are energetic and committed to helping their fellow students find success during their time here.

R.I.S.E. U.P. mentors engage, build trust and create a connection that increases the motivation and morality in their mentee.  

5 Northouse, 2001

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4 Ibid
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The 4 Values of a R.I.S.E. U.P. Mentor:

1. **Respect** - Admiration for the qualities, abilities, and achievements of the individual. Mentors build rapport so they are able to address the unique interests and needs of the mentee.

2. **Influence** - The capacity to have an effect on the development and character of the individual. The relationship between the mentor and mentee must be one of trust and admiration that is reinforced by high ethical standards.

3. **Support** - Providing emotional encouragement so that the individual is able to employ appropriate strategies in pursuit of one’s goals. Mentors are active listeners.

4. **Empower** - They motivate the individual to act. Mentors encourage the mentee to believe in one’s ability and assert themselves when pursuing their goals.

**How do WE Mentor?**

R.I.S.E. U.P. mentoring is “distinct from informational mentoring, and is not focused on the giving of advice, but it is focused on providing students with opportunities to grow.” Our goal is to use a style of mentoring that is “distinct from informational mentoring, and not focused on the transmission of advice.” We focus on empowering students by giving them “opportunities to change, to grow, to transform themselves and their relationships with others” (Frazzini and Fink, 2011). Remember that our “primary moral responsibility with students is to help them to find their own answers” (Nash and Murray, 2010). This is something that is extremely difficult to do, but it is the only way to truly allow our mentees to reach their full potential.
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We will take a short assessment (Multifactor Leadership Questionnaire, MLQ) that will help you identify your communication and leadership style. Using the results from the assessment, we will identify our areas for improvement and create a plan to develop those areas. You will constantly refer back to your Transformational Leadership Development Plan as the year goes on to ensure that you are positively modeling the behavior of a transformational leader.

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R.I.S.E. U.P. Mentoring Objectives:

**Academic Success**
Student mentees will be able to:

- Employ time management and study skills necessary for academic progress.
- Identify and utilize campus and external academic resources during appropriate situations.
- Demonstrate effective written and verbal communication skills in academic settings.

**Building Capacity**
Student mentees will be able to:

- Develop a strong network consisting of peers, mentors, and professionals.
- Demonstrate appropriate verbal and non-verbal social interaction skills.
- Employ positive team building behaviors.
- Identify and actively engage in culturally diverse situations.

**Community Development**
Student mentees will be able to:

- Identify personal interests related to community development and outreach.
- Demonstrate effective written and verbal communication skills for promoting a cause.
- Identify and participate in organizations related to philanthropic interests.

**Personal Growth**
Student mentees will be able to:

- Categorize and explain characteristics salient to one’s identity.
- Demonstrate effective written and verbal communication skills in personal situations.
- Track their physical and emotion health.
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**Relationship**

In order to benefit your mentee throughout this process, you must understand, establish and sustain a healthy relationship with your mentee. In order to do this, you must understand your cognitive style as well as your mentee’s cognitive style (Kirton’s Adaption-Innovation Theory, 2004).

Cognitive style refers to the preferred way that people use to respond to and spark change

- Relates to individuals **problem-solving, decision making and creativity**
- Ranges from high adaption to high innovation on a normal distribution continuum
- Not effected by learning or training
- Established at young age

It is important to understand that more adaptive individuals prefer structure, abiding by rules/ guidelines and more innovative individuals prefer less structure, are more inclined to take risk and may prefer to look outside of the rules. It is important to understand cognitive style so that you can properly tend to the needs of your mentee.

The inventory that we took before the session will help us understand where we fall on the cognitive style continuum. At some point you and your mentee will compare scores and discuss the possible challenges and advantages of your scores. An information booklet will also be provided with more in-depth information on cognitive style and your inventory results.

**Positivity**

Positivity is a driving force in relationship building and maintaining. In order to provide support and motivation, we must give respect, and positively influence our mentees. A mentor’s level of positivity is an important factor of a successful mentorship relationship. Your mentee will reflect your emotions- positive or negative. Being a positive mentor enhances the feelings of support and cooperation in your mentee and allows for feelings of trust and mutual respect. **There is power in positivity.** Positive emotions can help in managing stress levels, decreasing depression, and developing coping skills that will help your mentee in the future.

Positive feedback provides great motivation for mentees. With that, constructive feedback is important because it helps mentees to ‘right their course’. The ratio of positivity to corrective feedback that is communicated to your mentee is vital. Using the ideal ratio can provide your mentee with a positive and supportive environment that will challenge them to succeed. As mentors, it is important to help your mentee identify the gap between their ideal and current situation.

You and your mentee will have disagreements, the ways in which you handle those agreements are important to the success of the relationship. Mentors that are sensitive and empathetic in times of conflict usually are more successful in benefitting their mentee. Reducing negativity and conflict is a MUST in mentorship relationships.
Motivation

"Motivation is an internal state that arouses, directs, and maintains behavior." There are two primary sources of motivation- intrinsic and extrinsic. Intrinsic motivation comes from internal sources and depends on the mentor’s needs, interests, and curiosity. This type of motivation is based on personal reward. Extrinsic motivation has to do with behaviors that are because of actual ensuing rewards and punishment. It is important that we motivate our mentees by:

- Allow and encourage mentees to make choices
- Help mentees plan actions to accomplish self-selected goals
- Hold mentees accountable for the consequences of their choices
- Provide rationales for limits, rules, and constraints
- Use non-controlling, positive feedback (limit controlling language such as must, ought, have to, should...).

Motivation plays a vital role in student success. One of your primary goals as a R.I.S.E. U.P. mentor is to motivate your mentee to reach their goals. We will use the Anderson’s (2007) organismic social cognitive perspective (OSCP) to develop an understanding of student motivation (see Figure 1). The theory explains that motivational processes influence both learning and performance of cognitive skills, social skills, motor skills, strategies, and behaviors (Pintrich & Schunk, 2002). Student’s participation in school is based on their desire to meet their psychological needs. Students’ strategies, cognitions, affects, and behaviors for learning are changed as they go through the cycle pictured below. This is caused by personal, behavioral, and environmental factors (Pintrich & Schunk, 2002).

![Conceptual Model for the Organismic Social Cognitive Perspective](image)

**Figure 1. Conceptual Model for the Organismic Social Cognitive Perspective**

**For the mentees in the R.I.S.E. U.P. Program...**
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**Environment** - Represents the students/people around them. It is important that our mentees have positive role models. We must model positive behaviors so that our mentees can learn from our examples. Also, we must provide opportunities for our mentees to interact with other positive people and environments.

**Personal** - The process of discovering identity, and focusing on academic and personal areas of improvement; (i.e. fixed personality traits, flexible personality traits, identity, beliefs, attitudes)

**Behavioral** - Mentee’s development throughout R.I.S.E. U.P.

All 3 of the factors (personal, environmental and behavioral) are interconnected and each are affected by the activity in the other areas. It is our responsibility to provide our mentees with the necessary resources to keep them motivated for success!

**Remember:** Mentees want to establish close, emotional bonds and attachments with others. To ensure that this need is met, we must provide a sense of belonging to our mentees. Mentors who promote a sense of belonging by giving respect, showing an interest in mentees’ lives, and creating a supportive, caring social environment are the most successful mentors.
RISE UP Measure of Success:

- The success of the mentoring relationship will be measured by:

<table>
<thead>
<tr>
<th>As a mentor you will provide..</th>
<th>Your mentee will realize that he/she . . .</th>
<th>Measurable indications are:</th>
</tr>
</thead>
</table>
| ✓ Respect                     | ✓ is a capable student                     | ✓ a willingness to help others  
|                                |                                           | ✓ ability to see the future  
|                                |                                           | ✓ ability to plan for college |
| ✓ Influence                    | ✓ is confident and self-assured            | ✓ increased cooperation with parents, teachers and peers  
|                                |                                           | ✓ behavioral changes          |
| ✓ Support                      | ✓ values education and the learning process | ✓ increase in school attendance  
|                                |                                           | ✓ improved grades             
|                                |                                           | ✓ respect for teachers        |
| ✓ Empower                      | ✓ has potential                            | ✓ setting goals               
|                                |                                           | ✓ developing new skills        
|                                |                                           | ✓ aware of time                
|                                |                                           | Management                    |

You will work with your mentee to establish **mutual respect, positive influence, support** and **empowerment**. Please don’t hesitate to ask questions if you find any part of the guidelines unclear or confusing. The mentor coordinator is available to assist you in any way possible.

Your commitment and dedication to your mentee may be the most profound opportunity that you experience. The quality of the relationship you build directly influences the life and future of the mentee. Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your mentee.

Mentoring is not the answer for all the problems/decisions facing your mentee. The importance of mentoring is the sustained human relationship: a one-on-one relationship that shows a mentee that he/she is valued as a person and is important to society.

**How will R.I.S.E. U.P. help you?**

- Satisfaction of helping a student reach their academic, social and professional goals
- Recognition for service to the campus community
- Increased self-esteem, self-confidence and affirmation of professional competence
- Allows you to show your pride for school pride
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Please Remember!

- Greet your mentee warmly
- Always give your mentee advice/instructions on how to be successful
- Help your mentee meet/network with other students and faculty
- Bring your mentee to all events
- Please be on time to all events
Appendix A

The 7 Habits of Highly Effective Students

Habit One: Be Proactive
I am a responsible person.
I take initiative.
I choose my actions, attitudes, and moods.
I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit Two: Begin with the End in Mind
I plan ahead and set goals
I do things that have meaning and make a difference.
I am an important part of my classroom and contribute to my school’s mission and vision, and look for ways to be a good citizen.

Habit Three: Put First Things First
I spend my time on things that are most important.
This means I say no to things I know I should not do.
I set priorities, make a schedule, and follow my plan.
I am disciplined and organized.

Habit Four: Think Win - Win
I balance courage for getting what I want with consideration for what others want.
I make deposits in others’ Emotional Bank Accounts.
When conflicts arise, I look for third alternatives.

Habit Five: Seek First to Understand, Then to Be Understood
I listen to other people’s ideas and feelings.
I try to see things from their viewpoints.
I listen to others without interrupting.
I am confident in voicing my ideas.
I look people in the eyes when talking.

Habit Six: Synergize
I value other people’s strengths, and learn from them. I get along well with others, even people who are different than me.
I work well in groups.
I seek out other people’s ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

Habit Seven: Sharpen the Saw
I take care of my body by eating right, exercising, and getting sleep.
I spend time with my family and friends.
I learn in lots of ways and lots of places, not just at school.
I take time to make meaningful ways to help others.
SMART GOALS – TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

**Specific (and strategic):** Linked to position summary, departmental goals/mission, and/or overall School of Medicine goals and strategic plans. Answers the question—Who? and What?

**Measurable:** The success toward meeting the goal can be measured. Answers the question—How?

**Attainable:** Goals are realistic and can be achieved in a specific amount of time and are reasonable.

**Relevant (results oriented):** The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

**Time framed:** Goals have a clearly defined time-frame including a target or deadline date.

**Examples:**

Not a SMART goal:
- Employee will improve their writing skills.

*Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.*

SMART goal:
- The Department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15th of each month.
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**SMART Goal Planning Form**

<table>
<thead>
<tr>
<th>Specific – WHO? WHAT?</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Measurement/Assessment – HOW?</th>
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<tr>
<th>Attainable/Achieve – REASONABLE?</th>
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<tr>
<th>Relevant – EXPECTED RESULT?</th>
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<td>Timed – WHEN?</td>
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Respecting, Influencing, Supporting, and Empowering Underrepresented Student Populations

R.I.S.E. U.P.

PEER MENTOR DEVELOPMENT PROGRAM
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The consistent and careful use of this document can help your program easily develop deliverables and provide constant growth through the feedback of participants
**R.I.S.E. U.P. Logic Model**

<table>
<thead>
<tr>
<th>Input</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-Term Outcomes</th>
<th>Mid-Term Outcomes</th>
<th>Long-Term Outcomes</th>
</tr>
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<tbody>
<tr>
<td>Mentor Manual</td>
<td>Mentor training workshop</td>
<td>Academic progress</td>
<td>Mentors build positive relationship with mentees</td>
<td>Mentees and mentors participate in Community Service project</td>
<td>Help mentees become Authentic-True to Self</td>
</tr>
<tr>
<td>Mentor training</td>
<td>Mentor-mentee relationship building activities</td>
<td>Mentor’s Experience</td>
<td>Mentors establish clear, open, two-way communication with mentee</td>
<td>Mentees and mentors participate in cultural activities</td>
<td>Improved mentor project management and mentoring skills</td>
</tr>
<tr>
<td>Workshop facilitation guide</td>
<td>Coordinated social activities for mentor and mentees</td>
<td>Mentors trained</td>
<td>Mentors gain awareness of basic principles of KAI Theory</td>
<td>Mentees join a student organization</td>
<td>Mentees- recognize value of mentorship and decide to become future mentors</td>
</tr>
<tr>
<td>Evaluation Protocol</td>
<td>Coordinated schedule of life-skill activities for mentors and mentees</td>
<td>No. of Mentees</td>
<td>Mentors gain awareness of identity theory</td>
<td>Mentees participate in social activities; building sense of belonging on campus</td>
<td>Mentors - Recognize value and consider participating in ongoing mentoring</td>
</tr>
<tr>
<td>Facilitator time</td>
<td>Coordinated academic resource activities</td>
<td>Social/ emotion progress</td>
<td>Mentors feel satisfaction in doing something worthwhile and building a friendship</td>
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<tr>
<td>Financial resources</td>
<td>Mentors and mentees blog</td>
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<td>Mentors gain awareness of motivational theory and practices</td>
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<td>Mentors gain awareness of Transformation Leadership Theory</td>
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<td>Mentors gain knowledge on underrepresented groups</td>
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<td>Mentors identify their multiple identities and their intersectionality</td>
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<td>Mentors practice social, communication, and leadership skills</td>
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<td>Mentors practice social, communication, and leadership skills with mentees</td>
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<td>Mentors provide information and encouragement.</td>
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<td></td>
<td>Mentors will learn the importance of positive leadership and methods to achieve it</td>
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</table>

**Short-Term Outcomes**
- Mentors build positive relationship with mentees
- Mentors establish clear, open, two-way communication with mentee
- Mentors gain awareness of basic principles of KAI Theory
- Mentors gain awareness of identity theory
- Mentors gain awareness of motivational theory and practices
- Mentors gain awareness of Transformation Leadership Theory
- Mentors gain knowledge on underrepresented groups
- Mentors identify their multiple identities and their intersectionality
- Mentors practice social, communication, and leadership skills
- Mentors practice social, communication, and leadership skills with mentees
- Mentors provide information and encouragement.
- Mentors will learn the importance of positive leadership and methods to achieve it

**Mid-Term Outcomes**
- Mentees and mentors participate in Community Service project
- Mentees and mentors participate in cultural activities
- Mentees join a student organization
- Mentees participate in social activities; building sense of belonging on campus

**Long-Term Outcomes**
- Help mentees become Authentic-True to Self
- Improved mentor project management and mentoring skills
- Mentees- recognize value of mentorship and decide to become future mentors
- Mentors - Recognize value and consider participating in ongoing mentoring
WHAT?
Pre-Program Assessment of Participants

FOR?
Program Coordinator or Implementer

WHY?
This assessment allows program officials to assess the state of the student participants before the R.I.S.E. U.P. Peer Program. The assessment looks at metrics such as G.P.A., retention rates, etc. Taking this assessment and comparing against the Post-Program Assessment will allow for comparison and measure of progress.

HOW?
Take the assessment and use results as baseline measurement for the Post-Program Assessment.
Pre-Program Assessment of Population

PART I

# of Underrepresented Students (sort by demographic)-

Retention Rates (sort by demographic)

Enrollment- (sort by demographic)

G.P.A (per demographic)-

What are issues that underrepresented students are facing? **Obtain information by interviewing 5-10 underrepresented students.**

What valuable support is available to help solve those issues? **Obtain information by interviewing 5-10 underrepresented students. Also, search your campus for resources possible helpful resources.**

PART II

Ask 5-10 participating students about their perceptions towards school. Gather the students’ information, as they will be asked for their insight again at the end of the program.
**WHAT?**

Mentor Readiness (Oral) Assessment

**FOR?**

Mentors

**WHY?**

This assessment tests mentors on their retention and understand of the knowledge given in the mentor training. This allows for mentors to be fully trained and to understand all of the core concepts pertinent to R.I.S.E. U.P. Concepts that mentors do not fully grasp can be retaught.

**HOW?**

Allow mentors one full day after the mentor training to study their manuals. Give them the assessment and have them take it with no notes or resources. This is like any oral exam. Ask mentors the questions and allow them time to answer them to the best of their ability. The questions are in **BOLD** and the ‘perfect answers’ listed below the questions. Mentor’s answers DO NOT to have read exactly the same as the answers below.
Mentor Readiness (Oral) Assessment

1) What is a R.I.S.E. U.P. Mentor?

A Transformational Leader who will-
**RESPECT**- Admiration for the qualities, abilities, and achievements of the individual. Mentors build rapport so they are able to address the unique interests and needs of the mentee.

**INFLUENCE**- The capacity to have an effect on the development and character of the individual. The relationship between the mentor and mentee must be one of trust and admiration that is reinforced by high ethical standards.

**SUPPORT**- Providing emotional encouragement so that the individual is able to employ appropriate strategies in pursuit of one’s goals. Mentors are active listeners.

**EMPOWER**- They motivate the individual to act. Mentors encourage the mentee to believe in one’s ability and assert themselves when pursuing their goals.

2) What 3 things do students need to be motivated? Explain one.

**Autonomy**- individual’s “self-rule”. It has to do with an individual controlling her or his behavior and actions.

**Relatedness**- bonds between individuals and looks at the positive results of interaction and community and well-being with all

**Competence**- sense of accomplishment and effectiveness

3) Explain KAI.

Adaption-Innovation theory explains that all people are creative and problem solve. The theory shows that there is a difference between style and level of problem solving, decision-making and creativity. An individual’s cognitive style is established at a young age and is not affected by learning or training. People fall on a continuum from high adaption to high innovation. Individuals who are more adaptive prefer to problem solve with the structure, abiding by rules and guidelines. Individuals who are more innovative prefer less structure, are more inclined to take risks and may prefer to look outside of the rules

4) Talk about underrepresented students

- Many students from underrepresented populations face racism and discrimination on their college campuses because of their identities.
Having mentors provide support and guide mentees to campus services during times of need could improve retention and satisfaction of underrepresented students.

Underrepresented populations represent Hispanics, African Americans, Pacific Islander and Native Americans. More recently underrepresented populations include Lesbian/Gay/Bisexual/Transgender (LGBT), veterans and non-traditional students (whether because of age or part-time status).

Students from underrepresented populations endure complex issues from racism to feelings of inferiority and exclusion.

Underrepresented students are more likely to feel distant and isolated from campus.

Those same students consistently perform under average because of not being academically prepared for college and a myriad of other non-academic issues.

Underrepresented students who are ‘engaged’ in campus perform much higher than those who are not engaged. Engagement in campus- involvement in campus and co-curricular activities helps underrepresented students feel a sense of ownership and belonging on campus that other underrepresented students do not feel.

Engagement also has a positive effect on academic success for underrepresented students.

5) **Explain the connection between the environmental, personal and behavioral sectors.**

Environment - Represents the students/people around them. It is important that our mentees have positive role models. We must model positive behaviors so that our mentees can learn from our examples. Also, we must provide opportunities for our mentees to interact with other positive people and environments.

Personal - The process of discovering identity, and focusing on academic and personal areas of improvement; (i.e. fixed personality traits, flexible personality traits, identity, beliefs, attitudes)

Behavioral - Mentee’s development throughout R.I.S.E. U.P.

All 3 of the factors (personal, environmental and behavioral) are interconnected and each are affected by the activity in the other areas. It is our responsibility to provide our mentees with the necessary resources to keep them motivated for success!
WHAT?
Program Evaluation

FOR?
Mentors

WHY?
This evaluation focuses on the mentor’s satisfaction and development through R.I.S.E. U.P. This assessment provides administrators with insights on beneficial pieces of the program and areas for improvement.

HOW?
Allow mentors to take the full assessment in one session. After all mentors have completed the assessment, find the modal numbers of the data and formulate a list of all descriptive answers for analyzing.
Program Evaluation (Mentor)

Please rate the following questions using the scale below. Please check the box that applies to your insights. If you are not able to evaluate a particular statement or you do not feel comfortable in doing so, please select ‘N/A’.

1 = Not at all/Do Not Agree  
5 = High Level/Agree

<table>
<thead>
<tr>
<th>R.I.S.E. U.P.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training adequately prepared me to mentor my mentee</td>
<td></td>
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<tr>
<td>The mentor manual helped me better mentor my mentee</td>
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</tr>
<tr>
<td>R.I.S.E. U.P. activities were helpful</td>
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</tr>
<tr>
<td>R.I.S.E. U.P. was beneficial to my mentee</td>
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<tr>
<td>My level of involvement with my mentee was adequate</td>
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<tr>
<td>I was fully engaged in the mentorship process with my mentee for the entire school year</td>
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<tr>
<td>R.I.S.E. U.P. has benefitted me</td>
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<tr>
<td>I built a positive relationship with my mentee(s)</td>
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<tr>
<td>I established clear, open, two-way communication with my mentee(s)</td>
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<tr>
<td>I practiced social, communication, and leadership skills with my mentee(s)</td>
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<tr>
<td>I provided information and encouragement</td>
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<tr>
<td>I will mentor in the future</td>
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<tr>
<td>My mentee feels welcome and like a part of the campus</td>
<td></td>
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<tr>
<td>My mentee is involved in at least one student organization</td>
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</tr>
<tr>
<td>R.I.S.E. U.P. helped provide my mentee with an environment that he/she could thrive in</td>
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<tr>
<td>I was prepared to tend to the unique needs of my mentee</td>
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<tr>
<td>I referred my mentee to campus resources</td>
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<tr>
<td>My mentee was consistent and engaged in R.I.S.E. U.P.</td>
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</tbody>
</table>

Please answer the following questions on another sheet of paper

What specific components worked well in the R.I.S.E. U.P.?
What specific components could be improved in R.I.S.E. U.P.?
WHAT?

Program Evaluation

FOR?

Mentee

WHY?

This evaluation focuses on the mentee’s satisfaction and development through R.I.S.E. U.P. This assessment provides administrators with insights on beneficial pieces of the program and areas for improvement. It allows administrators to assess mentors and the specifics of R.I.S.E. U.P.

HOW?

Allow mentees to take the full assessment in one session. After all mentees have completed the assessment, find the modal numbers of the data and formulate a list of all descriptive answers for analyzing. After that, group the mentor-mentee pair’s evaluations together to evaluate the performance of the mentee and mentor.
## Program Evaluation (Mentee)

Please rate the following questions using the scale below. Please check the box that applies to your insights. If you are not able to evaluate a particular statement or you do not feel comfortable in doing so, please select ‘N/A’.

1 = Not at all/Do Not Agree  
5 = High Level/Agree

<table>
<thead>
<tr>
<th>R.I.S.E. U.P.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>My mentee was consistently positive</td>
<td></td>
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<tr>
<td>My mentor was knowledgeable and helpful</td>
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<tr>
<td>R.I.S.E. U.P. activities were helpful</td>
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<tr>
<td>R.I.S.E. U.P. has enough activities</td>
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<tr>
<td>My level of involvement with my mentor was adequate</td>
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<tr>
<td>R.I.S.E. U.P. has benefitted me</td>
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<tr>
<td>I have a positive relationship with my mentor</td>
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<tr>
<td>I have clear, open, two-way communication with my mentor</td>
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<tr>
<td>I will participate in R.I.S.E. U.P. next year</td>
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<tr>
<td>My mentor provided me with information and encouragement</td>
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<tr>
<td>My mentor was competent enough to tend to my needs</td>
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<tr>
<td>My mentor was consistent and engaged in R.I.S.E. U.P.</td>
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<tr>
<td>My relationship with my mentee benefitted me academically</td>
<td></td>
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<tr>
<td>My relationship with my mentee benefitted me personally</td>
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</tbody>
</table>

Please answer the following questions on another sheet of paper

What specific components worked well in the R.I.S.E. U.P.?
What specific components could be improved in R.I.S.E. U.P.?
WHAT?
Social Media Reflections

FOR?
Mentee/ Mentors

WHY?
The Social Media Reflections provides students with a fun, engaging way to share their feelings, experiences within R.I.S.E. U.P. Students spend a substantial amount of time on social media so it is fairly natural to have them post daily reflections into the group page. At the end of the school year, students will submit and present their timelines. The finished products will be used as data that illustrates each student’s trajectory through their school year with R.I.S.E. U.P.

HOW?
- All mentors/ mentees must post at least once a day
- One post each week has to pertain to R.I.S.E. U.P.
- All posts must be accompanied with at least 2-3 sentences of text
- Posts can be memes, videos, articles, exposes, diaries, etc.
- All mentors/ mentees must respond to at least one post each week

ASSIGNMENT
Near the end of the school year, all students will be a required to make a digital timeline/ journal of their posts and present to R.I.S.E. U.P. To analyze the reflections, look for evidence of the following observations:

- Mentors exhibiting The 4 Values of a R.I.S.E. U.P. Mentor
- All participants interacting positively
- Active participation in various campus activities/ organizations
- Participant growth or maturity throughout school year
WHAT?
Post-Program Assessment of Population

FOR?
Program Coordinator or Implementer

WHY?
This assessment allows program officials to assess the state of the student population before the R.I.S.E. U.P. Peer Program. The assessment looks at metrics such as G.P.A., retention rates, etc. Taking this assessment and comparing against the Post- Program Assessment will allow for comparison and measure of progress.

HOW?
Take the assessment and use results as baseline measurement for the Post- Program Assessment.
Post-Program Assessment of Participants

PART I

# of Underrepresented Students (sort by demographic)-

Retention Rates (sort by demographic) *Compare against campus statistics

Enrollment- (sort by demographic)

G.P.A (per demographic)- *Compare against campus statistics

PART II

Ask 5-10 participating student about their perceptions towards school now they have matriculated through R.I.S.E. U.P. Compare responses to the answers from the Pre-Program Assessment of Participants.
# Graduate Review Panel

## Q1 Transformational Leadership

Answered: 5  Skipped: 0

<table>
<thead>
<tr>
<th>Transformational Leadership is clearly defined in the facilitator’s guide.</th>
<th>Not at all/Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
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<tbody>
<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>0</td>
<td>5</td>
<td>4.40</td>
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</table>

<table>
<thead>
<tr>
<th>The facilitator’s guide adequately assists the facilitator in applying transformational leadership appropriately applied to the mentoring process.</th>
<th>Not at all/Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
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<tbody>
<tr>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>20.00%</td>
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<td>5</td>
<td>3.80</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The PowerPoint presentation has an appropriate amount of information on transformational leadership.</th>
<th>Not at all/Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
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<tr>
<td>0.00%</td>
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<td>20.00%</td>
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<td>0.00%</td>
<td>0</td>
<td>5</td>
<td>4.00</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>There were appropriate activities in the workshop to help participants learn the concept of transformational leadership.</th>
<th>Not at all/Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
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<td>20.00%</td>
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<td>0</td>
<td>5</td>
<td>4.20</td>
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</table>

<table>
<thead>
<tr>
<th>There was adequate reflection time in the workshop for participants to apply the concept of transformational leadership to mentoring.</th>
<th>Not at all/Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
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<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>40.00%</td>
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<td>0.00%</td>
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<td>5</td>
<td>3.80</td>
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</table>
**Q2 What specific components worked well in the facilitator's guide as it relates to transformational leadership?**

**Answered: 5   Skipped: 0**

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think it does a great job in defining what a mentor is, transformational leadership, and how those two topics blend.</td>
<td>5/4/2014 10:20 PM</td>
</tr>
<tr>
<td>2</td>
<td>Clear definition and nice use of interaction in activity.</td>
<td>5/4/2014 4:55 PM</td>
</tr>
<tr>
<td>3</td>
<td>The exercises seem to work well and give multiple examples to participate within.</td>
<td>5/4/2014 8:49 AM</td>
</tr>
<tr>
<td>4</td>
<td>The discussion is well written both in the guide and powerpoint. However, if this is for high school or college aged students, I am not convinced they would relate to Oprah being a transformational leader (granted she is).</td>
<td>5/3/2014 2:58 AM</td>
</tr>
<tr>
<td>5</td>
<td>Very descriptive and provides adequate direction. Someone could effectively lead this training session with the guide, and without previous instruction.</td>
<td>5/1/2014 1:35 PM</td>
</tr>
</tbody>
</table>
**Q3 What specific components could be improved well in the facilitator’s guide as it relates to transformational leadership?**

*Answered: 5  Skipped: 0*

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It has instructions on what to do with the students (for ex. Have mentors draw their example of a Transformational Leader and why on flipchart paper.*) but doesn’t give tips for the facilitator on how to successfully facilitate this activity. What are prompts for reflection the facilitators can ask if the activity goes awry? Additionally, one of the tenants of transformational leadership is not asking of other what you wouldn’t do yourself. If a mentor is going to lead students through the respect, influence, support, and empower model, the mentor should personally go through this model during the training before trying to develop others through the model.</td>
<td>5/4/2014 10:20 PM</td>
</tr>
<tr>
<td>2</td>
<td>No clear definition of what exactly is being transformed; no explicit connection to the environment for underrepresented students; including Oprah as an example may make the concept feel unattainable and, again, is not connected to the context of the environment for underrepresented students. (Why not choose examples of actual mentors; get quotes from students: re: people who have been transformative in their lives; etc.?)</td>
<td>5/4/2014 4:55 PM</td>
</tr>
<tr>
<td>3</td>
<td>The course overview needs to become more detailed.</td>
<td>5/4/2014 8:49 AM</td>
</tr>
<tr>
<td>4</td>
<td>Expand discussion on leadership development and its importance.</td>
<td>5/3/2014 2:58 AM</td>
</tr>
<tr>
<td>5</td>
<td>Add a little color.</td>
<td>5/1/2014 1:35 PM</td>
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</table>
## Q4 Underrepresented Students

### Answered: 5  Skipped: 0

<table>
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<tr>
<th>Statement</th>
<th>Not at all/Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underrepresented populations are clearly defined in the facilitator’s guide.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>5.00%</td>
<td>3.20</td>
</tr>
<tr>
<td>The facilitators guide adequately assists the facilitator in relating the concepts to mentoring underrepresented populations.</td>
<td>0.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>5.00%</td>
<td>3.60</td>
</tr>
<tr>
<td>The PowerPoint presentation has an appropriate amount of information on mentoring underrepresented populations.</td>
<td>20.00%</td>
<td>1.00%</td>
<td>40.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>5.00%</td>
<td>3.20</td>
</tr>
<tr>
<td>There were appropriate activities in the workshop to help participants learn about what is meant by underrepresented populations.</td>
<td>20.00%</td>
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<td>20.00%</td>
<td>20.00%</td>
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<tr>
<td>There was adequate reflection time in the workshop for participants to apply the concept of mentoring students from underrepresented populations.</td>
<td>20.00%</td>
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<td>40.00%</td>
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<td>20.00%</td>
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</tbody>
</table>
Q5 What specific components worked well in the facilitator's guide as it relates to understanding mentoring underrepresented populations?

Answered: 5   Skipped: 0

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The mentioning of intersectionality, social identities, and active listening.</td>
<td>5/4/2014 10:29 PM</td>
</tr>
<tr>
<td>2</td>
<td>The identity exploration exercise may help participants begin to think about what social identities are and what they have to do with being majoritized or minoritized within a college environment.</td>
<td>5/4/2014 5:11 PM</td>
</tr>
<tr>
<td>3</td>
<td>The Activity defining Race, Physical Ability, Nationality, Sexuality, Gender and Socio-Economic Status.</td>
<td>5/4/2014 8:58 AM</td>
</tr>
<tr>
<td>4</td>
<td>The activities work well as presented. Reflection and discussion is always a good addition.</td>
<td>5/3/2014 3:01 AM</td>
</tr>
<tr>
<td>5</td>
<td>The group activity and open discussion.</td>
<td>5/1/2014 1:39 PM</td>
</tr>
</tbody>
</table>
Q6 What specific components could be improved in the facilitator's guide as it relates to understanding mentoring underrepresented populations?

Answered: 5  Skipped: 0

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would define what &quot;underrepresented&quot; means for this particular student population. It defines underrepresented from a national standpoint but this population will differ by campus, department, office, etc. I would focus more on social identity development, in particular, how the intersectionality of identities nullifies a &quot;catch-all&quot; solution for individuals who do not identify with the stereotypical characteristics of a particular identity. Education around salient ideate would do the trick. Additionally, I would also add additional resources their student can seek like multicultural services, tutoring, dean of students, etc. because meters should be able to be a resource broker for issues they can't/shouldn't handle.</td>
<td>5/4/2014 10:29 PM</td>
</tr>
<tr>
<td>2</td>
<td>This component needs significant work, 1) &quot;Asian and Pacific Islander Americans&quot; (not &quot;Pacific Islanders&quot;), 2) all groups are lumped together with no specific information provided about each (including the context at the host institution), 3) no attention to multiracial groups (increasingly large group on campuses), 4) the identities activity does not necessarily teach the concept of being underrepresented (a powerful and valuable activity, but the connection needs to be made much more explicitly) – and there is no way 5 minutes is anywhere near enough to devote to the identity activity....and 5 minutes is not adequate to address the topic of underrepresented students when they are the focus of the program. There needs to be much more time allotted to this, in my view.</td>
<td>5/4/2014 5:11 PM</td>
</tr>
<tr>
<td>3</td>
<td>Additonal examples showing a connection to underrepresented mentors (those whom are successful) to the mentees and showing a cross-connection between the two. Example (Oprah coming from humble beginnings and showing her transformation to leadership).</td>
<td>5/4/2014 8:58 AM</td>
</tr>
<tr>
<td>4</td>
<td>Expand the discussion of what traditionally underrepresented means.</td>
<td>5/3/2014 3:01 AM</td>
</tr>
<tr>
<td>5</td>
<td>More focus/discussion on intersectionality.</td>
<td>5/1/2014 1:39 PM</td>
</tr>
</tbody>
</table>
**Q7 Motivation**

**Answered:** 5  **Skipped:** 0

<table>
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<tr>
<th>Question</th>
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<th>(no label)</th>
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<th>High Level/Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation is clearly defined in the facilitator's guide.</td>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>5</td>
<td>4.00</td>
</tr>
<tr>
<td>The facilitators guide adequately assists the facilitator in relating the concept of motivation to mentoring.</td>
<td>20.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>5</td>
<td>3.80</td>
</tr>
<tr>
<td>The PowerPoint presentation has an appropriate amount of information on student motivation.</td>
<td>20.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>5</td>
<td>3.80</td>
</tr>
<tr>
<td>There were appropriate activities in the workshop to help participants learn about student motivation.</td>
<td>20.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>5</td>
<td>3.80</td>
</tr>
<tr>
<td>There was adequate reflection time in the workshop for participants to apply the concept of student motivation to mentoring.</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>50.00%</td>
<td>0.00%</td>
<td>4</td>
<td>3.75</td>
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</table>
**Q8** What specific components worked well in the facilitator’s guide as it relates to understanding the impact of motivation on the mentoring relationship?

Answered: 5  Skipped: 0

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<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good job on this section</td>
<td>5/4/2014 10:31 PM</td>
</tr>
<tr>
<td>2</td>
<td>Unless I missed something I believe all that was included was reading excerpts of academic articles about motivation – unfortunately I'm not sure this will work too well.</td>
<td>5/4/2014 5:16 PM</td>
</tr>
<tr>
<td>3</td>
<td>Continuous motivation and positive confirmation from the Mentor to the Mentee.</td>
<td>5/4/2014 9:03 AM</td>
</tr>
<tr>
<td>4</td>
<td>Thoughtful discussion on motivation; the conceptual model is very helpful for the facilitator.</td>
<td>5/3/2014 3:04 AM</td>
</tr>
<tr>
<td>5</td>
<td>Full description and background information on motivation included.</td>
<td>5/1/2014 1:44 PM</td>
</tr>
</tbody>
</table>
Q9 What specific components could be improved in the facilitator’s guide as it relates to understanding the impact of motivation on the mentoring relationship?

Answered: 4   Skipped: 1

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<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Could there be a TED talk about motivation that might illustrate some of the concepts? Or a reflection activity where students explore times when they’ve felt motivated and unmotivated and what made the difference – in order to get at the concepts in the readings? I don’t believe that allowing fifteen minutes total for participants to read heavy academic language and discuss it is going to facilitate an understanding of how motivation applies to college students or the mentoring relationship.</td>
<td>5/4/2014 5:16 PM</td>
</tr>
<tr>
<td>2</td>
<td>The comment that states the following: Find your “go-to students” - Those are the students who are actively paying attention and taking notes. Call on them to volunteer when others refuse. This will cause a &quot;Burn-Out&quot; effect and will cause the “go to students” to possibly withdraw.</td>
<td>5/4/2014 9:03 AM</td>
</tr>
<tr>
<td>3</td>
<td>n/a</td>
<td>5/3/2014 3:04 AM</td>
</tr>
<tr>
<td>4</td>
<td>Maybe a conversation about what motivates each person in the room.</td>
<td>5/1/2014 1:44 PM</td>
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</table>
### Q10 Clarity of Content during the Training Workshop

Answered: 5  Skipped: 0

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<tr>
<th>Statement</th>
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<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
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<tbody>
<tr>
<td>The facilitator’s guide serves as an adequate resource for preparing for the training workshop.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>60.00%</td>
<td>0.00%</td>
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<tr>
<td>The facilitator’s guide serves as an adequate resource for conducting the training workshop.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>60.00%</td>
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<tr>
<td>The content level of the training workshop is appropriate for undergraduate students.</td>
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<td>0.00%</td>
<td>40.00%</td>
<td>60.00%</td>
<td>0.00%</td>
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<tr>
<td>An appropriate amount of material is communicated in the training.</td>
<td>20.00%</td>
<td>0.00%</td>
<td>20.00%</td>
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<td>40.00%</td>
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<tr>
<td>The training workshop is presented in a manner that is suitable for retention of concepts.</td>
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<td>0.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>20.00%</td>
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<tr>
<td>The PowerPoint presentation is clear and easy to read.</td>
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<td>0.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>75.00%</td>
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<tr>
<td>The Power Point presentation adequately supports the flow of the training workshop.</td>
<td>20.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>0.00%</td>
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</tr>
<tr>
<td>The training workshop prepares peer mentors to effectively mentor underrepresented students.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
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</tr>
<tr>
<td>This training could be beneficial to your campus right now.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>40.00%</td>
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</tbody>
</table>
# Comments on facilitator’s guide, workshop and/or PowerPoint Presentation:

**Answered:** 4  **Skipped:** 1

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The guide is very clearly presented and organized - will be easy for trainers to use. The flow seems a bit uneven. I think you need MUCH more time to explore the concepts and MUCH more time for students to explore their own experiences and what has helped them be successful before they can adequately support others in doing so. There is way too much content – you’re mixing theories with practical application and you’ll also have to address practical things relevant to the institution – all of this takes time. Think about a series of shorter sessions (a semester long one-credit course?), or a day-long retreat, or a weekend workshop.</td>
<td>5/4/2014 5:20 PM</td>
</tr>
<tr>
<td>2</td>
<td>The facilitator’s guide has great idea’s and maybe a contributing factor at some point pertaining to a training guide. A test workshop would have to be applied and feedback would have to be assessed before implementing.</td>
<td>5/4/2014 9:08 AM</td>
</tr>
<tr>
<td>3</td>
<td>All 3 are outstanding and will fully prepare the facilitator and ensure the mentees walk away having developed leadership, academics, and community development.</td>
<td>5/3/2014 3:05 AM</td>
</tr>
<tr>
<td>4</td>
<td>Great work! Very informative and helpful!</td>
<td>5/1/2014 1:45 PM</td>
</tr>
</tbody>
</table>
Q12 Mentor Manual

Transformational leadership... 0.00%

The mentor manual has a... 20.00%

Underrepresented population... 20.00%

The mentor manual has a... 20.00%

Motivation is clearly defined... 40.00%

The mentor manual has a... 20.00%

An appropriate amount of... 20.00%

The mentor manual is... 0.00%

The mentor manual is clear... 20.00%

The mentor manual... 40.00%

The content is clear and... 20.00%

The contents of the manual... 40.00%

The mentor manual is an... 20.00%

The materials in the mentor... 20.00%

<table>
<thead>
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<th>Transformational leadership is clearly defined in the mentor manual.</th>
<th>Not At All/Do Not Agree</th>
<th>(No Label)</th>
<th>High Level/Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
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<tr>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<td>0</td>
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</tbody>
</table>

The mentor manual has an appropriate... 20.00%
<table>
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<th>2</th>
<th>0</th>
<th>5</th>
<th>3.40</th>
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</thead>
<tbody>
<tr>
<td>Underrepresented populations are clearly defined in the mentor manual.</td>
<td>20.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>40.00%</td>
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<td></td>
</tr>
<tr>
<td>The mentor manual has an appropriate amount of information on mentoring underrepresented populations.</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
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</tr>
<tr>
<td>Motivation is clearly defined in the mentor manual.</td>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mentor manual has an appropriate amount of information on student motivation.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An appropriate amount of material is communicated in the mentor manual.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mentor manual is suitable for retention of concepts.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>25.00%</td>
<td>50.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mentor manual is clear and easy to read.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mentor manual adequately supports the flow of the training workshop.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>60.00%</td>
<td>40.00%</td>
<td>0.00%</td>
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</tr>
<tr>
<td>The content is clear and comprehensive</td>
<td>0.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>0.00%</td>
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<td></td>
</tr>
<tr>
<td>The contents of the manual provides adequate information for mentor's to refer to during the semester</td>
<td>0.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mentor manual is an adequate resource for R.I.S.E. U.P. mentors.</td>
<td>0.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
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</tr>
<tr>
<td>The materials in the mentor manual could be beneficial to your campus right now.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>20.00%</td>
<td>40.00%</td>
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</tr>
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</table>
# Q13 Mentor Manual Content

## Answer Choices

<table>
<thead>
<tr>
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<th>Responses</th>
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<tr>
<td>What specific components worked well in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?</td>
<td>100.00%</td>
</tr>
<tr>
<td>What specific components could be improved in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?</td>
<td>75.00%</td>
</tr>
<tr>
<td>What specific components worked well in the mentor manual as it relates to transformational leadership?</td>
<td>50.00%</td>
</tr>
<tr>
<td>What specific components could be improved well in the mentor manual as it relates to transformational leadership?</td>
<td>75.00%</td>
</tr>
<tr>
<td>What specific components worked well in the mentor manual as it relates to understanding mentoring underrepresented populations?</td>
<td>100.00%</td>
</tr>
<tr>
<td>What specific components could be improved in the mentor manual as it relates to understanding mentoring underrepresented populations?</td>
<td>75.00%</td>
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## # What specific components worked well in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?

<table>
<thead>
<tr>
<th>#</th>
<th>What specific components worked well in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breaking down the many steps of mentorship and how they can best serve in this role.</td>
<td>5/4/2014 10:42 PM</td>
</tr>
<tr>
<td>2</td>
<td>The flowchart and bullet points help reinforce the concepts.</td>
<td>5/4/2014 5:36 PM</td>
</tr>
<tr>
<td>4</td>
<td>Use of the conceptual mode</td>
<td>5/1/2014 4:07 PM</td>
</tr>
</tbody>
</table>

## # What specific components could be improved in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?

<table>
<thead>
<tr>
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<th>What specific components could be improved in the mentor manual as it relates to understanding the impact of motivation on the mentoring relationship?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examples related to underrepresented students - not just the theory and abstract points.</td>
<td>5/4/2014 5:36 PM</td>
</tr>
<tr>
<td>2</td>
<td>RISE UP Measure of Success</td>
<td>5/4/2014 9:19 AM</td>
</tr>
<tr>
<td>3</td>
<td>More open discussion</td>
<td>5/1/2014 4:07 PM</td>
</tr>
</tbody>
</table>

## # What specific components worked well in the mentor manual as it relates to transformational leadership?

<table>
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<tr>
<th>#</th>
<th>What specific components worked well in the mentor manual as it relates to transformational leadership?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I did not see any content on TL other than a passing reference to the TL Plan.</td>
<td>5/4/2014 5:36 PM</td>
</tr>
<tr>
<td>2</td>
<td>The 7 Habits of Highly Effective Students</td>
<td>5/4/2014 9:19 AM</td>
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</tbody>
</table>

## # What specific components could be improved well in the mentor manual as it relates to transformational leadership?

<table>
<thead>
<tr>
<th>#</th>
<th>What specific components could be improved well in the mentor manual as it relates to transformational leadership?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The mentor manual does not define transformational leadership but the training does. I would include that information within this guide.</td>
<td>5/4/2014 10:42 PM</td>
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<tr>
<td>2</td>
<td>TL Plan is not defined other than to say one will be developed based on responses to MLQ, which isn’t linked to TL, so this would probably confuse people.</td>
<td>5/4/2014 5:36 PM</td>
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<tr>
<td>3</td>
<td>Layout</td>
<td>5/4/2014 9:19 AM</td>
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## # What specific components worked well in the mentor manual as it relates to understanding mentoring underrepresented populations?

<table>
<thead>
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<th>What specific components worked well in the mentor manual as it relates to understanding mentoring underrepresented populations?</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information on social identities, intersectionality, and</td>
<td>5/4/2014 10:42 PM</td>
</tr>
<tr>
<td>2</td>
<td>Almost no content on this.</td>
<td>5/4/2014 5:36 PM</td>
</tr>
<tr>
<td>3</td>
<td>Are You Ready to RISE UP? - The defining description of the program</td>
<td>5/4/2014 9:19 AM</td>
</tr>
<tr>
<td></td>
<td>What specific components could be improved in the mentor manual as it relates to understanding mentoring underrepresented populations?</td>
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</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The mentor manual does not define underrepresented populations but the training does. I would include that information within this guide.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Almost no content on this in mentoring manual - see suggestions re: power point and guide.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Not to repeat oneself.</td>
<td></td>
</tr>
</tbody>
</table>
# Q14 R.I.S.E. U.P.

**Answered:** 5  **Skipped:** 0

## R.I.S.E. U.P. Program

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Not at All/ Do Not Agree</th>
<th>(no label)</th>
<th>(no label)</th>
<th>High Level/ Agree</th>
<th>N/A</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The R.I.S.E. U.P. Program can tend to the needs of underrepresented students</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>5</td>
</tr>
<tr>
<td>The R.I.S.E. U.P. Program can tend to the needs of all students</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>5</td>
</tr>
<tr>
<td>The R.I.S.E. U.P. Program is versatile and can be implemented at various types of institutions (i.e., small- private, large public)</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>40.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>5</td>
</tr>
<tr>
<td>If you were an undergraduate or graduate student, you would participate in the R.I.S.E. U.P. Program</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>60.00%</td>
<td>20.00%</td>
<td>5</td>
</tr>
<tr>
<td>The R.I.S.E. U.P. Program has an adequate theoretical framework</td>
<td>0.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>5</td>
</tr>
</tbody>
</table>
Q15 Please share any comments, concerns and feedback about R.I.S.E. U.P.

Answered: 4  Skipped: 1

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Great program!</td>
<td>5/4/2014 10:42 PM</td>
</tr>
<tr>
<td>2</td>
<td>You have a wonderful idea here, Tommy. I think the training process needs</td>
<td>5/4/2014 5:38 PM</td>
</tr>
<tr>
<td></td>
<td>some attention in order to translate theory to practice and invite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>potential mentors to reflect on their own experiences in order to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be successful mentors. There are also A LOT of different theories and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas going on - not much about the practicalities of college life - and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think a better balance is needed.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I feel it is a great concept and something much needed for underrepresen</td>
<td>5/4/2014 9:29 AM</td>
</tr>
<tr>
<td></td>
<td>ed and marginalized individuals, students as well as communities.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What a great program!</td>
<td>5/1/2014 4:11 PM</td>
</tr>
</tbody>
</table>
Q16 What would you add to the R.I.S.E. U.P. program (i.e., theory, activities, resources)?

Answered: 4  Skipped: 1

<table>
<thead>
<tr>
<th>#</th>
<th>Responses</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More information on social identity theories.</td>
<td>5/4/2014 10:42 PM</td>
</tr>
<tr>
<td>2</td>
<td>See above. This is Claire Robbins responding and I'd be happy to talk more if you would like to.</td>
<td>5/4/2014 5:38 PM</td>
</tr>
<tr>
<td>3</td>
<td>I would suggest inviting speakers within the communities as well as outsource motivational components to participate as guest during some of the exercises. I feel this will engage the students even more.</td>
<td>5/4/2014 9:29 AM</td>
</tr>
<tr>
<td>4</td>
<td>Incentives. I'd love to think that students will volunteer as mentors because they want to help others, but based on my experience with mentor programs for underrepresented students, there needs to be something to connect them to the program...more than a feeling of doing good for others. Branding the program and creating a logo, and providing apparel or other items can work as incentives and marketing.</td>
<td>5/1/2014 4:11 PM</td>
</tr>
</tbody>
</table>